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ABSTRACT

This text was designed for adult students of English as a Second Language who are reading at approximately an intermediate level. Ten chapters address a variety of topics relating to daily life in the United States, including: travel and transportation; the nuclear and extended family; holiday traditions and customs; the education system; college life; the workplace and its rules and expectations; life changes and adjustments; moving to a new community; wedding customs, traditions, and etiquette; buying on credit; compromise; making major purchases; health and hospital care; child care alternatives; and working parent concerns. The following essential language, cognitive, and life skill areas are targeted in each chapter: schema development; vocabulary enrichment; word study skills; constructing meaning; metacomprehension; language enrichment; and life skills. Chapters contain two readings and include, for each, pre-reading activities and exercises, a preview of the reading, the passage, comprehension questions, and additional exercises and activities. A teacher's guide for all 11 chapters is also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ESL:
Reading In a Skills Curriculum

Textbook

Common Threads:
A Whole Language Text for Intermediate ESL Readers

Project #98 - 0045
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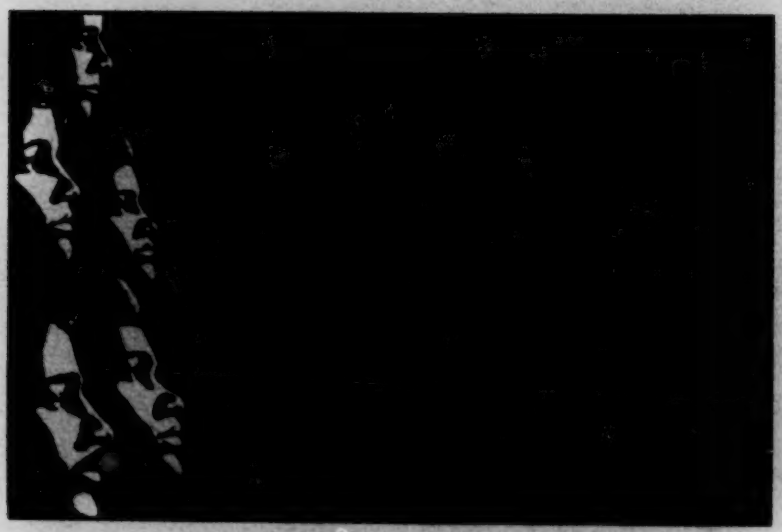

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E S L : R e a d i n g
I n A
S k i l l s
C u r r i c u l u m

COMMON THREADS

A Whole Language Text
for Intermediate ESL Readers

written by
Beverly A. Martin
Instructor/Curriculum Developer
August 31, 1990

Funded as Section 353 Project #98-0045
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USDE/PDE Disclaimer

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Introduction

This text has been developed for adult students of English as Second Language who are reading at approximately an intermediate level. It's foundations are deeply rooted in research which supports a need for adult ESL reading materials that reflect current trends in both reading and ESL instruction, and that integrate reading with speaking, listening, and writing.

Teachers are encouraged to judiciously select from the ten chapters and numerous practice exercises and instructional activities, those uniquely suited to the needs of their students. Included in the teacher's guide are general guidelines and ideas for helping students to achieve success in the text and to become better readers. As emphasis is on the process of comprehension through student interaction with the reading passages, rather than on the production of a specific answer that the author has in mind, there is no answer key.

I would like to thank Judy Rance-Roney, who guided me through this project with encouragement and sound advice, and all of our ESL students who have provided us with the background experience needed to undertake this project.

Beverly A. Martin

Scope and Sequence

Introductory Comments

In designing a reading curriculum with a companion text, it is essential to establish the nature and the priority of skills that will be taught and the methods that will be employed in their instruction. Although our philosophy of reading pedagogy views the reading process as an integration of skills and an interaction between reader and text as opposed to a series of isolated subskills, we recognize the importance of direct instruction and the need for the teachers to be aware of which skills will be introduced or reinforced in each unit. Although skill areas have been assigned to specific chapters, they will overlap and reappear, representing a continuum of language activities designed to assist students in becoming skillful, independent readers.

We have carefully selected the following seven areas as essential components of our text:

SCHEMA DEVELOPMENT: To assure that students' comprehension and motivation are not compromised by insufficient background knowledge and/or inadequate experimental or cultural preparation, teachers must directly address any culture-specific elements inherent in the text. This may be done through various prereading activities as outlined in the **TEACHERS' GUIDE.**

VOCABULARY ENRICHMENT: The vocabulary strand of this text has two components: direct instruction in content words and instruction in strategies for acquiring new vocabulary. Students must be taught effective ways to expand their vocabulary independently through the use of context clues, as well as to be instructed in the meaning of key words in a story passage that are essential to its comprehension. When possible, these selected words will be taught along with a network of related words, thus giving students access to an entire vocabulary family rather than a single word.

WORD STUDY SKILLS: The more automatic the level of word recognition, the more effort can be concentrated on meaning attainment. Toward this goal, students will be taught rules and strategies that will help them gain independence in word attack skills.

CONSTRUCTING MEANING: The ultimate focus of our work, all other skills components are designed to lead to improvement in this area. Without comprehension, the reading process does not occur. In our text, comprehension skills are taught at a literal, interpretive, and evaluative level.

METACOMPREHENSION: Although a facet of comprehension, we feel that this newly-recognized area is significant enough to warrant its own category in our scope and sequence chart. Students are directly taught how to monitor, evaluate, and correct their own comprehension problems.

LANGUAGE ENRICHMENT: Reading is but one facet of communication and cannot be isolated from writing, speaking and listening. These modalities can best be taught to ESL students as a cohesive unit, each a natural outgrowth of the other, and each complementing the other. It is not enough to merely read; we must encourage students to share and react to what they read, both orally and in writing, and to listen to their fellow students as they do the same.

LIFE SKILLS: A primary goal of many students in an ESL class is to improve their lives in very concete, practical ways. It is important to provide them with tools that will help them to become independent, productive members of the community through skills that can be applied in their homes, in their careers, at school, and in social situations. This will increase their self-esteem and consequently their chances for successful adjustment in a new culture or environment.

SCOPE AND SEQUENCE

CHAPTER	SCHEMA DEVELOPMENT	VOCABULARY	WORD SKILLS	CONSTRUCTING MEANING	META COMPREHENSION	LANGUAGE ENRICHMENT	LIFE SKILLS
1	Travel and transportation	Content cluster: travel words and idioms, weather terms	Inflected endings	Inferring meaning. Predicting outcomes	Keeping a journal of comprehension difficulties	Using a language experience approach to share experiences orally and in writing	Making travel plans. Understanding weather reports
2	Nuclear and extended American family.	Content cluster: family words. Synonyms	Compound and hyphenated words. Using context clues to determine meanings.	Understanding character	Determining purpose and required level of knowledge.	Oral retelling. Written summarization Anecdotal reports.	Planning and organizational skills. Problems of single parenting. Community services.
3	American holiday traditions and customs.	Content cluster: holiday words.	Action verbs	Identifying details	Risk taking: forming a hypothesis. Making and confirming predictions.	Collaborative listening and speaking.	Holiday customs and etiquette. Time management; prioritizing
4	Educational system; American college life	Content cluster: college vocabulary	Multiple meaning words	Identifying main ideas and supporting details	Reinspection of text	The 30 second oral precis. Asking for/giving directions	Preparing for college: registration and financial aid
5	The American workplace: rules and expectations	Content cluster: job related terms; vocabulary mapping	Dictionary skills; syllabication and accents.	Elements of the story: setting, characters, plot. Predicting outcomes.	Evaluating comprehension: self-questioning strategies. Mapping plots	Process-centered writing: brainstorming Aural comprehension	Keeping a job. Job performance; goal setting
6	Life changes and adjustments; moving to a new community.	Content cluster: relocation words: antonyms	Common prefixes	Cause/effect relationships	Corrective measures: choosing from among several options	Drafting & revising; Peer conferencing: Role playing & theatrical response to text	Lease agreements, contracts. Budgeting for rent & utilities.
7	American wedding customs, traditions, and etiquette	Content cluster: Wedding vocabulary. Using experiental context clues.	Situational idiomatic phases.	Drawing conclusions; using context to infer meaning.	Notemaking and mapping.	Writing the narrative. Retelling story from selected point of view. Editing & revising text.	Planning a wedding. Study skills: note taking, semantic mapping.

8	Buying on credit. Concept of compromise. Making major purchases.	Idioms in context.	Contractions	Fact versus opinion.	Self-pacing strategies to regulate and monitor comprehension.	Oral communication: writing questions. Role playing.	U.S. credit system. Budgeting. Making change. Mental math. Bargain hunting.
9	Health care in America;American hospital care.	Content cluster: health related words.Use of context to infer word meanining.	Common medical abbreviations.	Comparison and contrast.Author's purpose.	Group problem solving.	Story extension; business letter.	Preventive medicine. Physician referral services using yellow pages.
10	Child care alternatives. Working parent concerns.	Content cluster: child development; idiomatic expressions.	Word families.	Critical reading: Inferential thought.	Establishing monitoring stop points.	Questioning and interviewing techniques.	Parental responsibilities. Day care information.

Chapter 1

" T H E R E T U R N "

READING # 1

Think before you read:

1. Think about a trip you took to visit a family member. Write down the answers to these questions.
   a. How old were you?
   b. How did you get there?
   c. How long did you stay here?
   d. Who did you visit?
   e. What are your strongest memories of the place?

2. Choose a partner in the class. Describe the city or town you visited to each other. Make sure your partner has a good picture of the place from your description. Ask your partner two questions about his or her place.

Pronounce the following words and phrases and discuss their meanings with your teacher. They are important to know before you read.

to take a trip
visitor
vacationer
tourist
tourism
tourist attraction
sightseeing
scenic

jet plane
pilot
destination
airport

Focus on reading:

The story you are going to read tells of a boy named Luis and a trip he took. As you read this story silently, think of how he probably felt during his flight. As you read, if you find any words or ideas that you don't understand, write them down in your notebook. Your teacher will discuss them with you later.

The Return

Luis peered through the window of the big jet. Below the clouds he could see the blue waters of the ocean. He tried to guess how long it would be until the plane was again above land, a signal that he was near his destination. He sat back in his seat and thought about his last trip to Puerto Rico. He was only eleven then, but he would remember those six months for the rest of his life. Four years later, he could still feel the soft rustling of the palm trees as planes passed overhead, hear the barking of the dogs that roamed the streets of Salinas, and see the steep hills that surround the narrow, winding roads. He especially remembered the people; his family: his uncle who took him fishing at the river during the long morning hours, and his grandmother, who told him the stories that he loved to hear. These pleasant memories helped him get through the long, cold New York winters. His thoughts were interrupted by the voice of the pilot announcing their approach to San Juan airport. Luis began to think about the long car ride to Salinas and all the family news that his uncle would share with him on the way. He would be home again soon.

Understanding what you read:

Answer these questions about "The Return".

1. Where was Luis going?

2. How old was Luis?

3. Do you think anyone else was with Luis on this trip? What are the reasons for your answer?

4. What did Luis remember most of all about his last trip?

5. Where was the plane going to land?

6. How does Luis feel about Salinas? How can you tell?

7. How can Luis tell when the plane would be near its destination?

Using language:

1. Pretend that Luis' plane has landed at the airport. Who is there to meet him? Choose a partner. One of you will be Luis and the other one will be his uncle. Think of some things you will say to each other as you meet at the airport. Practice your conversation in front of the class.

2. Tell your partner about a trip that you took. Describe the people and places that you saw. Your partner will write down what you said about your trip and read it to the class. You do the same for your partner.

3. Add the ending "ed", "s" or "ing" to the base words in the paragraph below.

My Favorite Trip

I enjoy (travel) very much, and I usually take at least three (trip) each year. I have (visit) seven countries and have done a lot of (sightsee). Last year, I (vacation) at Disney World in Orlando, Florida. While I was there, I (tour) Epcot Center and many other (attraction). Of all the (trip) I have taken, this was the one I (enjoy) the most!

READING #2

Focus on reading:

Luis was visiting relatives on the island of Puerto Rico. This passage will give you information about Puerto Rico and tell you why it is such a popular place to visit. Read it silently and find out what you can about this beautiful island.

Tourism in Puerto Rico

Puerto Rico is a beautiful tropical island about 100 miles wide and about 35 miles long. It lies in the Atlantic Ocean, a thousand miles southeast of Florida. It is the smallest and the most popular tourist attraction of the Greater Antilles.

Each year, over 500,000 visitors fly to Puerto Rico. Most are vacationers who stay close to the beautiful modern hotels on the shores of the capital city of San Juan, while others are businessman from the mainland, or Puerto Ricans from the United States, visiting relatives on the island.

From the warm beaches, to the historical sightseeing, to the scenic mountains, Puerto Rico has much to offer those lucky enough to visit. The friendly people who live there open their homes and their hearts to tourists and want to share with them their love of the island.

Using language:

The warm climate in Puerto Rico is one of the things that make it such a good place for a vacation. The everyday changes in the climate of the place are called its **weather.**

Weather plays an important part in our everyday lives. Read the sentences below which tell about weather words and phrases. Practice using them in your everyday speaking and writing. Your teacher will help you understand them.

The **temperature** of a place tells us how hot or cold it is.

The **humidity** level tells us how much moisture is in the air.

The **barometer** tells us how much pressure is in the air. When the barometer drops, a storm may be coming. When the barometer rises, the weather may be good.

A **meteorologist** is a scientist who knows how to **forecast,** or predict the future weather conditions.

Weather Exercise:

Make a list of all the weather words that you can think of; (example: rain, humid, fog, sleet, cloudy). Put all of the words together with those of your classmates and put together a weather dictionary made by your class.

Understanding what you read:

Answer these questions about "Tourism in Puerto Rico"

1. To what group of islands does Puerto Rico belong?

2. Why do you think that many visitors stay near San Juan?

3. What do you think the word "mainland" means in paragraph #2?

4. Look at a map of Puerto Rico. Find the capital city of San Juan and Salinas, the home of Luis' family. About how far apart are the two cities?

5. Choose a city, state, or country you would like to visit in the future. Pretend you are going there for ten days. Make a list of things you need to do to complete your travel plans. What will you bring? (Don't forget to think of the climate of the place you will visit). How will you get there? Do you need to make airline, train, or bus reservations? What hotel will you stay in? Will you need to rent a car? What do you plan to do visit when you arrive? Write about your plans and share them with your class.

Chapter 2

" B E L O N G I N G "

READING # 1

Think before you read:

1. Being part of a family is very important to us all, and it is also a big responsibility. Discuss your responsibilities to your family and compare them with those of your classmates.

2. Bring in pictures of your family. If you have a tape recorder, ask each person in your family to introduce themselves on tape to your class. As you play the tape in class, show the pictures. describe your family members and tell something interesting about them.

3. Read the list of family words. Then read the riddles that follow. Answer each question with a word from the list.

mother	grandmother
father	grandfather
son	uncle
daughter	aunt
brother	cousin
sister	nephew
parents	niece

* "inlaw" words: mother-in-law, father-in-law, son-in-law, daughter-in-law, sister-in-law, brother-in-law

1. I am your sister's husband. Who am I?

2. I am your brother's daughter. Who am I?

3. I am your aunt's son. Who am I?

4. I am your father's mother. Who am I?

5. I am your husband's father. Who am I?

6. We are your mother and your father. Who are we?

* Many English words are really made up of two or more different words and are separated by **hyphens.** The "inlaw' words follow this pattern. can you think of any other words that have hyphens in them?

4. Write a paragraph describing your family. Use the family words from the list to tell about each person.

5. Two words that have almost the same meaning are called **synonyms**. Sometimes the way the word is used in the sentence can tell you a lot about its meaning. Read the sentences below from the story. Try to think of synonyms for the words in bold. Do not use a dictionary.

1. Carmen **paused** before putting her key into the door marked Apartment 2C. She wanted just a moment to herself before she entered.

2. The smells of their cooking **drifted** into the hallway.

3. Pablo needed someone to make sure he stayed out of trouble and didn't **hang out** with the wrong friends.

4. Grandpa's face **brightened** as he asked her to sit down with him and tell him about her day.

Focus on reading:

The American family has gone through many changes in recent years. There are many different kinds of families that come in many different sizes. You are going to read about Carmen's family. They have problems and hard times just like all families. Read the story and think about why Carmen's family belongs together.

Belonging

It was after six o'clock when Carmen climbed the thirteen stairs to the second floor of the old apartment building. The noises from the families just returning home from work or play and the smells of their cooking drifted into the hallway. Carmen paused before putting her key into the door marked Apartment 2C. She wanted just a moment to herself before she entered. She knew that after going inside she would be surrounded by noise and confusion until the house finally fell silent late that night. She often wished that her life could be different. At the age of nineteen, she wanted to do some of the things that other girls her age did: go to college, parties, have boyfriends. Instead she worked in the factory all day and helped out with Grandpa and her little brothers and sister all night. "I can always depend on Carmen," Mama often said. "She is so responsible." Carmen knew that Mama could not work second shift if she were not at home to look after things. Grandpa was sick and needed his supper. Pablo needed someone to make sure that he stayed out of trouble and didn't hang out with the wrong friends, and Maria and Angel needed help with their homework and someone to talk to about their day. Sometimes Carmen was so tired that she couldn't get up for work in the morning. Feeling a little sorry for herself, she turned the key and entered the small living room. Grandpa's face brightened as he asked her to sit down with him and tell him about her day. Pablo brought out a shelf he had made for Carmen's room in woodshop. Angel offered to help with dinner, and Maria wanted Carmen to read a story that she had written that day in school. Carmen smiled and felt warm and proud inside. Her family needed her.

Understanding what you read:

Think about what you learned about Carmen and her family as you read the story "Belonging" and answer the following questions.

1. Carmen felt different at the end of the story than she did in the beginning. Tell a word that describes how she felt in the beginning and one that shows how she felt in the end.

2. In what way does each person in Carmen's family help to make her feel good at the end of the story?

3. How does Mama feel about Carmen? Do you agree with what Mama says about her?

4. What did Carmen want to do like other girls her age?

5. Why does Carmen feel sorry for herself in the story? Do you think she feels that way at the end?

6. Do you believe that Carmen's family is very close? Why?

7. How do you know that Carmen's family does not have a lot of money? List some clues in the story that help you to know this.

Using language:

1. There are many words in the English language that are formed when two smaller words are put together to make one big word, such as **baseball**. These are called **compound** words. There are a few of these words in "Belonging". Look at the list bellow.

hall + way = hallway
her + self = herself
nine + teen = nineteen
boy + friend = boyfriend
some + one = someone
home + work = homework
in + side = inside
wood + shop = woodshop

Choose a partner. Together, make a list of compound words that you know. Share them with the rest of the class. Make a master list of everyone's compound words for the class to use.

2. In your own words, discuss the problems Carmen faces as she helps her family to stay together. Tell what you would do in Carmen's place to improve the situation. What can the other family members do to help?

3. Writing a good summary is an important language skill. You must decide what is important to put into your summary, and what should be left out. Write a short summary of the story "Belonging" and read it to the class. Compare your summary to those of your classmates. Did you leave out any important information? Did you include any small details that should not be in a summary?

4. Keep a journal of things that you do with your family. Include a summary of the duties that each family member has. Bring your journal to class and share it.

READING # 2

Focus on reading:

In "Belonging" we read a story about Carmen and her family. In Carmen's family there was a grandfather, a mother, and four children. Now we are going to read about how families have changed over the years.

Before we begin reading, we are going to practice a skill called **skimming**. Skimming is a kind of fast reading. When we skim, our eyes move quickly across the lines of print. We do not read every word. Instead we look for words that tell us the main ideas of the reading passage. It is important to do this, especially if we are trying to learn information from what we are going to read. Skimming helps us to know what we will learn from the reading passage. Skimming also tells us how much we should already know about the topic before we read. Practice skimming the passage "The Changing American Family". It should take you less than a minute. After you finish, ask yourself these questions:

1. Do I need to know a lot about how families have changed before I can understand this passage?

2. Why am I reading this passage? What will I learn from it?

When you have answered these questions to yourself, begin reading the passage more slowly and carefully.

The Changing American Family

What do you see when you picture the average American family? Do you see a mother, father, two or three children living in a nice middle-class house? If you do, maybe you should think again. The picture of the American family began changing about twenty years ago and hasn't stopped yet. Today's families come in many different sizes and shapes.

What are some of the reasons for these changes? One reason is that there are many more single-parent families today than there were in the past. In fact, studies show that before the age of eighteen, more than half of our children will live in a one-parent home.

Another reason is the many different cultures that have blended together to make up the U.S. A father, mother, and children make up what is called the nuclear family. Many families today also include grandparents, aunts, uncles, and cousins, all living under one roof. This is known as an extended family. It is more common in other cultures where families are closer and more dependent on each other.

The increase in the number of two-income households has also caused a big change in family life. More than half of today's mothers also hold down jobs outside the home. Many families find it necessary for both parents to work just to make ends meet.

Though families are different in many ways from what they were twenty years ago, there is one thing that still stays the same. A family is still a group of people who belong together and share each other's lives. It is when people can depend on each other for love and support to get them through the difficult times. In this way the family will never change.

Understanding what you read:

Did you see how skimming can help you know what you are going to read about before you read it? Did you find out that you were going to read about the changes that have taken place in the American family and the reasons for them? Now that you have finished reading, answer these questions about "The Changing American Family".

1. What is the reason that is told in the first paragraph for why families are changing?

2. a. What is a nuclear family?
   b. What is an extended family?

3. Why do many mothers work outside the home?

4. In the last paragraph, what is the meaning of the word "family"?

5. Think of your family and others you know. What are some difficult times they go through?

6. Are the people that live in your house all part of your nuclear family, or do they also include members of your extended family?

Using Language:

1. Think about the different kinds of families that you know. In class, discuss the members of these families and how they work together to help each other.

2. It is very difficult to take care of a family for many single parents. Make a list of problems that single parents may face. Give your list to another student. That student will write a list of people or community services that can help single parents solve these problems.

Chapter 3

"HOLIDAYS AT HOME"

READING #1:

Think before you read:

1. In this chapter, we are going to learn how some Americans celebrate special holidays. The holidays we will read about are Thanksgiving and Christmas. Think of some words that come to your mind when you think of these holidays. Discuss them in class.

2. Why do Americans celebrate Thanksgiving? Discuss the events in American history that led to the first Thanksgiving. Tell the story of the first Christmas.

3. Thanksgiving is an American holiday, but Christmas is celebrated all over the world. Do most people celebrate Christmas in your native country? Write a paragraph about a Christmas custom or tradition that is followed in your country but not in the U.S. or write about another holiday that is celebrated in your country but not here.

4. There are many "holiday words". Let's look at some of the ones you'll read in the passage. Read the sentences below and discuss the meanings of the holidays words in bold print. Make a list of others you already know.

   1. On Thanksgiving Day, many Americans eat **turkey** and **pumpkin pie**. Can you think of other foods that people eat on Thanksgiving?

   2. In December, many families hang a **wreath** on the front door and put electric **candles** in their windows.

   3. You can buy an **artificial tree** in a store, but you must go to a nursery or a **tree farm** to buy a **live tree**.

   4. We like to **decorate** our tree with **ornaments**, **garland** and **lights**.

   5. Mom **wraps** all of our **presents** in pretty paper and decorates them with **ribbons** and **bows**.

   6. Christmas is a special time of the year when Christians all over the world **celebrate** the birth of **Jesus Christ**.

   7. My little sister leaves some of Mom's **homemade cookies** on a plate for **Santa Claus** on **Christmas Eve**.

   8. It is a custom to take a small **gift** to the **host** and **hostess** of a Christmas **party**.

   9. Many families spend a lot of time **preparing** for **guests** who visit during the **holiday season**. They enjoy having

company during this time.

10. People travel all over the country to be with their **relatives** for holiday **reunions.**

Answer these questions with a holiday word from one of the sentences.

1. What is the word from sentence 1 that is a kind of dessert?

2. Name the word from sentence 3 that means "not real"?

3. Name a word from sentence 8 and one from sentence 5 that are **synonyms.**

4. What is the word from sentence 7 that means "the night before"?

5. Can you find two synonyms in sentence 9?

6. Look at sentence 8. What is the name for a man and woman who give a party together?

Now look at the same words shown in the list below.

THANKSGIVING WORDS

turkey
pumpkin pie

ALL HOLIDAYS

party
host and hostess
company
relatives
prepare
guests
family reunion

CHRISTMAS WORDS

wreath
candle
tree farm
artificial tree
live tree
decorate
garland
ornaments
ribbons and bows
wrap
presents
packages
gifts
Santa Claus
homemade cookies
Jesus Christ

Focus on reading:

We are going to read about how the Burke family celebrates Thanksgiving and Christmas. In this family there is a father, mother, and three daughters. The girls are twelve, seven and five. First, look at the passage. You can see that is longer than the others we have read. We are going to read one paragraph at a time. Then we are going to stop and think

about how much we understood of what we read and try to imagine what will happen in the next paragraph. Now read the first paragraph to yourself.

... after paragraph 1

Can you picture the Burke family after reading this paragraph? Were there some words you didn't understand? Could you still understand the meaning of the paragraph without knowing some of the words? What do you think the next paragraph will say?
These are questions that you should ask yourself often as you read to check your understanding. Now read the second paragraph silently to see if it says what you think it will.

... after paragraph 2

Did you think that the passage would talk about how the Burkes get ready for Christmas? Do they prepare for Christmas that same way your family does? Can you guess the meaning of the new words by reading how they are used in the sentence? If you didn't understand the passage, think about what you might do to help yourself. How do you think the last paragraph will end? On what day of the year will it end? Read the last paragraph to find out.

... after the last paragraph

Are there some things you thought the passage would say but didn't? Did you change you mind as you went on reading about the meaning of the passage or what you thought would happen next? If you did, that's good! Good readers change their minds as they get new information. They are always thinking as they read. Now go on to the exercises that follow the passage.

Holidays at Home

The holiday season is the most exciting time of the year for the Burke family. The preparations begin in mid-November, and continue until the new year begins. At Thanksgiving time, all the Burkes get together for a delicious turkey dinner. Mr. and Mrs. Burke have worked hard for several days to prepare the house and the food for the many guests they expect. Parents, brothers and sisters arrive from different parts of the country for a family reunion and holiday celebration. Joan Burke, the oldest daughter, enjoys helping her parents bake pumpkin pies and cook the turkey while her younger sisters, Sara and Kate, set the table and await the arrival of their grandparents, aunts, uncles and cousins. Finally, tired from their hard work, the Burkes sit down at the table with their relatives to give thanks for what they

have and to enjoy the good food and company.

Almost as soon as Thanksgiving is over, the Burkes begin to get ready for Christmas. Wreaths are hung on the door in early December, and candles are placed in windows around the house. Cookies and cakes are baked, and gifts are carefully chosen for everyone in the family. Around the middle of the month, the Burkes go out to a tree farm to cut down their Christmas tree. Many of their friends and neighbors have artificial trees, but the Burkes still prefer the fresh smell of a real tree. After the tree is placed in a stand in front of the window in the living room, the family begins to decorate it. Tiny lights and bright garland are strung around it, and shiny red, green and gold ornaments are hung from its branches. Lastly, a star is placed at the very top branch.

The closer it gets to Christmas, the busier the Burke family gets. Gifts must be wrapped in pretty paper and decorated with ribbons and bows and then hidden carefully so that Sara and Kate, the youngest members of the Burke family, will believe that Santa Claus brought them on Christmas Eve. Finally, it is December 24th. The Burkes begin their celebrations by attending church to celebrate the birth of Jesus Christ. Afterward, they go to the home of close friends for a small party. They bring a small ornament for the tree of the host and hostess and a box of homemade cookies. When they return home, the children are sent to bed so that Santa may come to deliver presents. Very early the next morning, the Burke children run to the living room to find brightly-colored packages under the tree. After the family has unwrapped their gifts, they sit down to a quiet breakfast and a chance to relax and enjoy the pleasures of an American Christmas.

Understanding what you read:

This passage told us how the Burkes celebrate holidays. There are many facts in the passage that give us this information. These are called **details**. Details are very important. When you put them all together, they give you the whole picture. These questions tell you to find details from the passage you read.

1. How do the Burke children help their parents on Thanksgiving?

2. When do the Burkes begin to prepare for the holidays?

3. How do the Burkes get ready for Christmas in early December

4. What kind of tree do the Burkes buy?

5. How do the Burkes decorate their tree?

6. Why do Mr. and Mrs. Burke hide Christmas gifts?

7. How do the Burkes celebrate Christmas Eve?

Using language:

1. In "Holidays at Home", we saw that the Burkes did many things to get ready for Christmas. Words that tell what we do are called **verbs**. Bellow you will see sentences that tell details from the story. Each sentence is missing the verb, or action word. Complete the sentence by writing the verb that tells what the Burkes did.

A. Mrs. Burke and Joan like to_____ cookies and cakes.

B. They_____ gifts in pretty paper.

C. When they go to a party, they _____ a small gift for the host and hostess.

D. In early December, they _____ a wreath on the front door.

E. They like to _____ their tree at a tree farm.

2. Pretend you are Mr. or Mrs. Burke and it is December 11, two weeks before Christmas. Make a list of what you will do next weekend to get ready for Christmas. Include at least five things on your list.

3. You are having a Christmas party for ten friends next Friday. Make a shopping list for the foods that you will prepare.

READING #2

Focus on reading:

We are now going to look more closely into the life of Joan Burke. Twelve-year-old Joan writes in a **journal** every day. A journal is a book that some people like to use to remember things they do. You are going to read part of Joan's journal from December. It will give you more information about Christmas at the Burke house. Can you picture Joan and her family getting ready for Christmas?

From the journal of Joan Burke:

November 27

Today is Thanksgiving day! We had a great time with Grandma, Grandpa, and especially cousins Chris and Jenny. The turkey was delicious, and I can't believe I ate two pieces of pumpkin pie! I don't think I'll eat another thing for a week! The adults are still downstairs talking, but the kids have all gone to bed. Kate even fell asleep at the table! I guess we're all pretty tired from the excitement!

December 2

We brought down the box of Christmas decorations from the attic today. Mom said tomorrow we can put the wreath on the front door.

Christmas is really coming!

December 8

Tonight Dad and I went shopping for a gift for Mom, Sara and Kate. The stores were so crowded and noisy! I bought Mom a blue sweater to go with her new slacks. I wanted to get her a pair of earrings too, but Dad said they were too expensive.

December 11

What I really want for Christmas is a walkman and some new tapes. My friend Karen brings hers to school everyday, but Mom and Dad said I'll never be allowed to do that!

I hope I get some new clothes too!

December 16

We got the tree today! It was freezing out on the tree farm. Mom didn't like any of the trees we picked out, so we had to walk around for an hour until we found one she liked. After Dad cut it down, we tied it to the top of the car and drove home. I made hot chocolate for all of us when we got back.

Tomorrow we put the lights and ornaments on the tree!

December 19

Today was the day of the Christmas program at school. It was a lot of fun, but also a lot of work. We practiced every day for three weeks. Mon and Dad sat in the front row with the girls.

December 21

We've been baking cookies for two weeks. Mom sent some to Grandma and Aunt Pat, but we ate a lot too! My favorite

are the cut-out cookies. There are so many shapes and sizes! It is a lot of fun when everyone helps to decorate them, even if Sara and Kate do make a big mess in the kitchen!

December 23

Tomorrow is Christmas Eve! I still have to wrap Dad's and Sara's presents.

School is out now until January 3rd, and there's no homework over the holidays!

December 24

Christmas is finally here! After church, we went to a party at the Morgan's house. I almost fell asleep in the car coming home. I hope I don't sleep through Christmas Day!

I wish Grandma and Grandpa were coming to visit again!

December 25

It was a great day! Everyone loved their presents. I got my walkman and some neat tapes, and the jeans that I wanted from Macy's. Aunt Pat sent great gifts, including a new journal for me to use next year. Speaking of next year, I can't wait until New Year's Eve. We are all going out to dinner, and Mom and Dad are having company afterward. I'm going to stay up past midnight this time!

Using Language:

Choose your favorite holiday and write your own journal of what you might do to get ready for it in the week before it arrives. Read your journal to a partner and your partner will read his or hers to you. Listen and take notes. Then tell the class what your partner does to celebrate his or her holiday.

Chapter 4

"WHERE DO I GO?"

READING #1

Think before you read:

In this chapter, we are going to read about a girl who is going to college for the first time. Before you begin to read, think about the questions below and discuss them in class.

1. Discuss some of the emotions you feel when you are starting something new and different (for example, starting a new job, moving to a new city, going to a new school)

2. In what ways might college be more difficult for someone who has come from another country?

3. Describe the system of education in your home country and compare it to what you know about that of the United States. Include this information:

   a. At what age must children begin school?

   b. Do many students finish high school and go on to college?

   c. Is it difficult to get into college?

   d. How is college paid for in your country?

4. Look at some college catalogues of schools in your area and get an idea of the steps that you must take to become a college student. Below is a list of some of these steps (which step would you take first, second, third, etc., if you wanted to go to college? Discuss your answers in class.

- Fill out an application for admission.
- Buy your textbooks from the college bookstore.
- Look through catalogues and think about what courses you are interested in taking.
- Apply for financial aid.
- Call the Admissions Office and schedule an appointment.
- Register for the courses you want to take.
- Attend your first class.
- Pay your tuition bill.

Focus on reading:

We can all remember being in situations that made us feel scared or embarrassed. That is the problem that Thuy faces in "Where Do I Go?". Thuy is a Vietnamese girl who has lived in the United States for two years. Although she has graduated from an American high school, she feels lost and alone when she goes to the local college to register for classes.

1. Skim the story. Look for words that give clues that Thuy is scared. Is the title of the story a clue to how she feels?

2. Read the story silently more carefully now and find out how Thuy's first experience at college turns out.

Where Do I Go?

The halls were crowded with people as Thuy passed through the heavy doors of the front entrance. Everywhere she looked, young men and women were talking and laughing. Many were standing in small groups, looking at catalogues. "They all seem to how each other and know where they're going," she thought nervously. As she made her way to the end of the hall, she spotted a big sign with an arrow pointing down that read "REGISTRATION". She relaxed a little. At least she knew she had to go downstairs. She went down the stairs and into a room that looked like a big gym. There were lines of students longer than anything Thuy had ever seen! At the front of each line was a long table with people sitting behind it. "That must be how you sign up for classes," she thought. "But how do I know which line to stand in?" She stood there for a few minutes trying to decide what to do. Just then she heard a voice behind her saying, "Can I help you?" She turned and faced a smiling young man with a name tag on his sweater. "Thank you, yes", Thuy replied. "I guess I'm new at this. I'd like to register for some courses but I don't really know where to go." "Please don't be embarrassed," said the young man. "I felt lost and scared when I was a freshman, too. Just follow me and I'll explain everything you need to know." For the first time that day Thuy knew that she was really going to like being a college student.

Understanding what you read:

1. Many English words have more than one meaning. It is important to know which meaning is intended when you read the word in a sentence. Let's look at two words from "Where Do I Go?" and their dictionary meanings.

A. **pass:** V. 1. to move or proceed 2. to move from the control of one person to another 3. to successfully complete an inspection, test, or course of study 4. to transfer a ball to another player on a sports team

Choose the numbered dictionary meaning that fits the way the word **pass** is used in these sentences.

1. Thuy **passed** through the heavy doors of the front entrance.

2. The football player scored a touchdown when his quarterback **passed** the ball to him.

3. When the store owner retires next year, he will **pass** his business to his daughter.

4. When Thuy received her grades at the end of her first semester of college, she was happy to see that she had **passed** all of her courses.

B. **line:** n. 1. a cord, thread or rope 2. a row of written or printed letters 3. a short letter 4. a wrinkle or crease 5. people or things arranged in a row

Choose the numbered meaning that fits the way the word **line** is used in these sentences.

1. Thuy had never seen such a long **line** of students!

2. Read the next **line** of the story, please.

3. The old man's face had many **lines**.

4. While she was on vacation, she dropped me a **line** to tell me of the places she had visited.

5. I like to hang my clothes on a **line** to dry after I wash them.

C. These are just a few of the most common meanings of these two words. They have many more meanings. Look in the dictionary for other meaning of **line** and **pass**. Write three other dictionary meanings for these words. Then write three sentences, one for each of the three meanings. Ask someone in the class to match your meanings with your sentences.

2. The most important idea in a story is called the **main idea** The main idea is not a detail. It is the central thought that runs through the whole story. Knowing the main idea is one of the keys to understanding the story. One way to see if you know a story's main idea is to think of a new title for the story. If you had to think of a new title for "Which Way Do I Go", which of these would be best?

a. College Isn't For Everyone
b. How to Be a Successful Student
c. A Friendly Face in a Crowd

The best answer is **c**. The main idea is that Thuy is scared at college registration, but she is helped by a nice young man. This idea is central to the story. "A Friendly Face in a Crowd" tells us that Thuy met someone who helped her to feel better about college registration.

There are some details in the story which help to explain or to understand the main idea. They are called **supporting details**. These add interest to the story, but they are not **supporting details**. There are other details that are not related to the main idea. These add interest to the story, but they are not supporting details. They are called **incidental details**. Look at the sentences below and tell if they are supporting details or incidental details.

a. The front doors to the college were heavy.
b. Everyone seemed to know each other but Thuy.
c. The room looked like a gym.
d. The young man said, "Just follow me and I'll tell you everything you need to know."

Sentences **a** and **c** are incidental details. Reading them does not help us to understand the main idea. Sentences **b** and **d** are supporting details. Sentence **b** helps us to understand that Thuy is nervous and sentence **d** tell us that the young man is going to help Thuy and make her feel more comfortable. Once you have found the main idea, it is easy to find the supporting details. Knowing about main ideas and supporting details will help you to summarize a story.

3. Now answer these questions about "Where Do I Go?"

1. Why do you think the students in the halls all seem to know each other?

2. Why were the students in line in the gym?

3. a. Who do you think the young man was who helped Thuy?
   b. How could you tell that he worked at the college?

4. What do you think the word **freshman** means in this story?

5. Explain how Thuy felt at the beginning of the story and how she felt at the end.

Using language:

1. Choose a partner and work together on a written summary of the story. The summary should be no longer than 100 words, and should have only main ideas and supporting details in it. One partner should then read the summary to the class. It should take no more than 30 seconds to read.

2. Pretend this is the first time you have ever been in the building where you attend class. Ask you partner for directions to three different rooms in the building. Your partner will tell you exactly how to get there.

READING #2

Think before you read:

1. Before you read the next passage, look at the chart below. It will help you to understand some of the important steps in getting ready for college. Pronounce the words together and discuss their meanings in class.

Where do you go to:

Become a student	Admissions Office
Sign up for classes	Registrar's Office
Get help to pay for classes	Financial Aid Office
Make tuition and fee payments	Bursar's Office
Find a job	Placement Office
Get advice/talk about problem	Counseling Office

2. Make a list of other questions you may have about starting college. Discuss them in class.

Focus on reading:

The passage you are about to read is called "Getting Started". What do you think it will be about?
We've talked about different things that good readers do to

help them understand what they are reading. It is important to know when you don't understand something, and to know what to do about it. We're going to try two things that readers can do if something is not clear. They are **looking back** and **looking ahead**. Have a pencil and paper ready. You are going to read the first paragraph carefully. As you are reading, write down any words, groups of words, or ideas that you didn't understand or were not sure about. One of the things that good readers do when they read something confusing is to go back to that spot and read it again. After you're finished, go back to the paragraph and read those parts again. Make sure you read the whole sentence, not just one or two words. If that doesn't help, read the sentence before and the sentence after. Sometimes reading a second time helps to clear things up. Did the second reading help you? Can you make a guess now about the meaning of the hard words or ideas that you wrote down? Maybe reading ahead will help too. Read the rest of the passage silently. Were any of your questions answered as you read on to the end? If you made a guess about a word or idea, can you tell now if your guess was right?

Getting Started

Whether you're fresh out of high school, or returning after many years away from school, beginning college can be an exciting and often confusing experience. One of the most important first steps you should take as you begin your college career is to learn your way around the campus. Of course you need the know the location of the rooms where your classes will meet, but you should also learn the location of many offices that you will need to visit from time to time while you are a student. The college catalogues and a campus map will help you become familiar with these places in the first few weeks:

THE REGISTRAR'S OFFICE: This office keeps information of all the courses you have taken and the grades you have received.

THE BURSAR'S OFFICE: This is where you need to pay your tuition bill.

FINANCIAL AID: Many students need help to pay for their college education. This office can give you information so you can get the help you need.

HEALTH CENTER: If you are sick or hurt while in school you can go to the Health Center for medical help.

STUDENT CENTER: A good place to meet other students, relax between classes, and find out what's happening on campus.

LIBRARY: Most colleges have very good libraries, and learning

how to use them can be a very important study skill. Don't be afraid to ask a librarian for help.

COUNSELING CENTER: If you are having trouble deciding what courses to take, or if you have a personal problem, the counselors in this office can be very big help to you.

PLACEMENT OFFICE: This office helps students to find full or part time jobs while they are students and after graduation.

LEARNING CENTER/READING LAB/TUTORING LAB: Colleges have many different names for places that can help students if they are having trouble with their classes. Find out the name and location of the Learning Center on your campus and what kind of help it offers to students.

These are just a few of the places it is important to get to know if you are in college. Knowing your way around and getting involved in campus life can help you to be a more successful student.

Good luck and enjoy college!

Understanding what you read:

These sentences tell of students who are having a problem in college. Tell where they should go for help.

1. Joe thinks there is a mistake on his grades when he receives them in the mail. Where can he check?

2. Chris lost her job and is not able to pay her tuition. Name two places that may be able to help her.

3. Thuy is having trouble writing themes for English I class. How can she get help?

4. Ron needs a quiet place to study for his psychology test. Where should he go?

5. Carmen hurt her ankle playing volleyball in gym class. Where can she get help?

Using language:

1. Pretend you are Thuy and you have just completed your first week of college classes. Write a letter to your friend Mark telling him of your experiences. Be creative. Make up as many details as you would like to include.

2. Draw a map of the school that you attend or have attended in the past. Include the important rooms and offices that new students would need to know about.

Chapter 5

"DECISIONS ON THE JOB"

READING # 1

Think before you read:

1. In this chapter, we are going to discuss jobs and job duties. Have you ever worked in an office? What were some of your responsibilities or duties? If you've never worked in an office, try to imagine what some of the duties of office jobs might be. Make a list of them.

2. Julie, the main character in our story, works in a **customer service** office of a furniture store. What does customer service mean to you? Pretend you have bought some furniture. What kind of service would you expect if there was something wrong with the furniture?

3. Work with a partner. One of you is the customer and the other works in the customer service department. You have bought some furniture and it is damaged. Write a dialogue of the conversation between the customer and the office worker when you call to complain about the furniture. Act it out for the class.

4. Read the important words from the passage which are used in sentences and discuss their meanings in class.

a. If you buy something that does not work, you can call the **Customer Service Department** at the store.

b. **Office workers** do many different jobs such as typing, filing, and answering phones.

c. When any group of people works together, there is usually someone in charge. This person is sometimes called the **manager**.

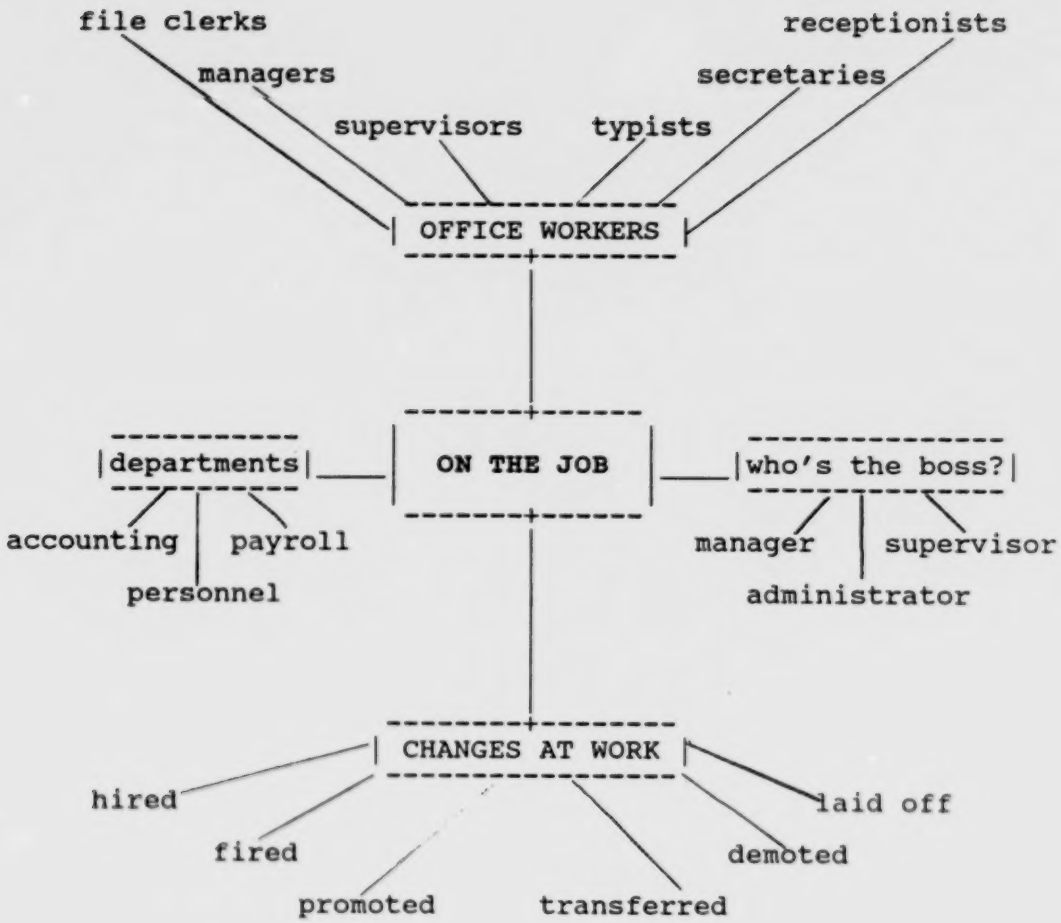
d. Julie was **hired** to work in an office three months ago.

e. There are some people who do not like talking to **customers**. They do not like to deal with the **public**.

f. The **home furnishings store** where Julie works sells everything you need for your home: furniture, carpeting, and appliances.

g. Some customers **complained** to Julie when their furniture was broken, scratched, or torn.

5. There are many words about jobs that are good to know. Some of them aren't in our reading passage but they are still important to learn. Look at the **vocabulary map** below. A **vocabulary map** shows how words are related to each other. It is often helpful to study words in related groups like this. Practice using these words in class.


file clerks
managers
supervisors
typists
secretaries
receptionists
OFFICE WORKERS
departments
accounting
payroll
personnel
ON THE JOB
who's the boss?
manager
supervisor
administrator
CHANGES AT WORK
hired
fired
promoted
transferred
demoted
laid off

Focus on reading:

The story you are going to read is about a young woman named Julie and a problem she faces at work. Julie began her job three months ago. She works in the office of a furniture store. Her job is to help customers who have problems. Julie likes her job and tries hard to do it well. Read the story to find out what the problem was that Julie faced at work.

Decisions on the Job

The phones were already ringing as Julie walked into her office that Friday. "It is going to be a busy day", she thought. She hurried to her desk and grabbed the phone. "Good morning, Customer Service Department. May I help you?" Five minutes later, the call was completed and the customer was happy. Julie felt she had done a good job.

It was exactly three months ago that Julie had been hired to work in the Customer Service Department of a home furnishings store. Her job was to help customers who had problems or complaints about things they had bought in the store. Julie enjoyed talking to customers on the phone, and she was always polite, even when the customer was angry. It made her feel good when the customer's problem was solved.

The same day Julie was hired, another girl named Ellen began working in the office, too. Julie and Ellen had a lot of the same interests and got along well. They had become good friends. Ellen didn't feel the same about her job, however. She thought the customers complained too much, and she often spoke rudely to them. Once, she even hung up on an angry customer. "I'm not going to let anyone yell at me! This job isn't worth it!" she would say to Julie. Julie disagreed with Ellen but she liked her too much to say so. She also thought that Ellen spent too much time at work talking on the phone to her boyfriend. Sometimes Julie and the other girls had to work extra hard because Ellen couldn't get her job done.

Right after lunch that day Mrs. Walton, the manager, called Julie into her office. "You've been with us for three months now," she said. "How do you like it here?" "I really enjoy my job, " said Julie. "I like helping the customers. I'm also taking business courses at night. I'd like to be an office manager like you some day." "That's great, Julie!" replied Mrs. Walton. "I like to see a young woman work toward a future goal. There is one problem I'd like to talk to you about, though. We've had a few customers complain lately that they've had poor service and that one of our office workers has been rude to them. I've already spoken to Ellen and she said she doesn't know anything about this. Our other girls have been here for a long time and we have never had a problem before. These complaints began after you and Ellen came to work here. What can you tell me about this?"

Julie was shocked! She didn't know what to say. She knew the complaints were about Ellen, but what could she do? Ellen was her friend, but Julie did her job well and didn't want to take the blame for what Ellen had done. Julie sat in her boss's office, trying to find the right words to defend herself. Mrs. Walton waited for her response.

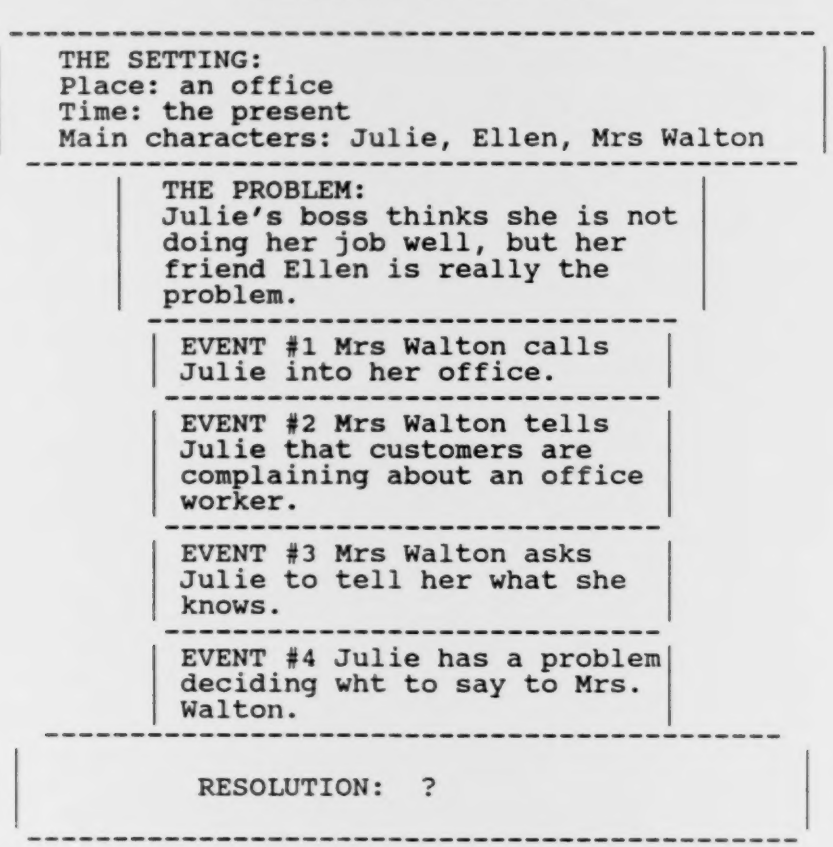
(to be continued)

Understanding what you read:

We are going to talk about three words that are important to understand when we discuss stories. The **setting** of the story means when and where the story takes place, or happens. What is the setting of the story "Decisions on the Job"? It takes place in the office. That is important to know since the story is about jobs. When does the story takes place? We don't know the exact date, but that is not important. It is enough to know that it takes place in the present time. Some stories take place a long time ago or far in the future. Then it important to understanding the story to know when it took place.

The **plot** is the events, or the things that happen in the story. When you tell the plot of a story, you tell the important things that happened to the **main characters**, or the important people in the story. We sometimes use a **story** map to show the **setting**, **main characters**, **plot** and other important parts of a story. Study the story map below with your classmates and teacher. The answer the questions that follow.

Decisions on the Job


THE SETTING:
Place: an office
Time: the present
Main characters: Julie, Ellen, Mrs Walton
THE PROBLEM:
Julie's boss thinks she is not doing her job well, but her friend Ellen is really the problem.
EVENT #1 Mrs Walton calls Julie into her office.
EVENT #2 Mrs Walton tells Julie that customers are complaining about an office worker.
EVENT #3 Mrs Walton asks Julie to tell her what she knows.
EVENT #4 Julie has a problem deciding wht to say to Mrs. Walton.
RESOLUTION: ?

1. Who are the main characters in the story?
2. What is the setting of the story?
3. What is the central problem of the story?
4. What are the main events of the story?
5. Is the problem solved at the end of the story?

Using language:

1. One of the most important things we can learn about writing is that it is a process that involves many steps. Just like we think before we read, we also need to think before we write. We think about what we know about the topic we're writing about, and what we want to say about it. This first step is called **brainstorming.** One way to do this is to make a list of everything that comes to mind when we think of a topic. For example, if you wanted to write about working in an office, your brainstorming might look like this:

Working in an office:

typing
filing
answering phones
sitting at a desk
secretaries
typewriters
paperwork
file cabinets
taking a coffee break
working on a computer
businessmen and businesswomen
people coming and going
go home at five o'clock
boss needs a report typed

There may be other things you think of when you brainstorm. Everyone's list will be different, depending on his or her experience with the topic. Next, with your teacher's help, you will use your list to write sentences and paragraphs about your topic. Do not worry about spelling or grammar yet. You only want to put your ideas on paper. This is called a **rough draft.**

2. Brainstorm about what you think Julie will do in the second part of the story. What do you think will happen to Mrs. Walton and to Julie and Ellen? Discuss your list with your class and make a big list on the board. Leave it there until after you have read the second part of the story.

3. If you were doing your job, but someone else was not, what would you do? Would you tell the boss? Would you talk to the person who wasn't doing their job? Or would you just ignore it and continue to do your own job? Explain your answer.

READING # 2

Think before you read:

In the second part of our story, we will find out what happens between Julie and her boss. We will find out how the problem of the story is solved. This is called the **resolution** of the story.

An important step in understanding what you read is to think about what you can expect to find out from the story. One way of doing this is to think of questions that you think will be answered in the story. Here are two questions that might be answered in this story. After you have read them, write at least three other questions of your own.

1. Will Julie and Ellen be friends at the end of the story?

2. Does Mrs. Walton think that Julie is doing a good job?

3.

4.

5.

Focus on reading:

Now that you have written your questions, read the story to find the answers.

Decisions on the Job
(Continued)

Julie made her decision. "Mrs. Walton", she said, "for the past three months I have done my best to please every customer and to show that I can do this job well. I've made some mistakes, and I've learned a lot about working in an office. I don't think I have ever done anything that would cause my customers to complain about the way I treated them. That is all I can say." Mrs. Walton smiled, "Very well said, Julie. Relax. I already know that you aren't the one to blame. Some of the other girls have come to me and said that Ellen was not getting her work done and was not handling customers well. She is a nice girl, but I don't think she's happy working in customer service. I've spoken to her about taking another job with the company as an inventory control clerk. She thinks she would like that much better. Not everyone likes to work with the public, you know. We all have different skills. I've heard a lot of good things about you. You have the ability to get along with customers and

co-workers. I think you'll do well in this department. I asked you about the complaints to see how you would handle the question. You did very well. You were loyal to the company and also to your friend Ellen. I'm happy to have you working here."

Julie was pleased with Mrs. Walton's comments. Everything was going to work out well. She could keep her job and also keep Ellen as a friend. She thought she had accomplished a lot in just three months. She had the respect of her boss and her co-workers. That was important.

Understanding what you read:

1. Now let's check to see if your questions were answered. Look at the questions again and write down the answers. If you can answer them, you probably understood the story.

2. Look at your brainstorm list that you wrote on the board before you read the end of the story. Did you predict how the story would end or were you surprised at what happened? With your teacher's help, fill in the resolution of the problem on your story map.

3. What happened to Ellen at the end of the story? Do you think she was treated fairly?

4. Is Mrs. Walton a good boss? Why or why not?

5. Do you think Julie was a good friend to Ellen? Explain your answer.

6. Why is Ellen a main character in the story even though she does not speak or even appear?

Using language:

1. Julie was an intelligent girl and a good worker. She had a career goal that she was working toward. A **career** is more than a job. It is the type of work we want to do in our lives. A **goal** is a plan for the future. The way Julie tries to reach her career goal is through hard work and education. She wanted to be an office manager, so she is working hard in an office, and she is taking business courses. Think of a career goal that you or someone you know has. What are you doing to reach your goal? How long will it take you? What education do you need? How much work experience do you need? Write a composition titled "My Career Goal". Remember to brainstorm first.

2. Write a different ending to the conversation between Julie and Mrs. Walton. Act it out in class with a partner.

3. Imagine that Julie meets Ellen after leaving Mrs. Walton's office. Write a script of what the two young women might say to each other. Act it out in class with a partner.

4. Sometimes when you see a word that is long, you may not know exactly how to say it. Your dictionary can be a big help not only in finding out what a word means, but also how to say it correctly. Look at the dictionary entry for the word "education".

ed.u.ca.tion /ej.ə.ka.shən/n./1. the act or process of learning 2. the field of study that deals with methods of teaching

First we see the word broken into its sounds parts, called syllables. Next we see the sound (phonetic) pronunciation of the word. If we understand these symbols, it will help us to say many words, even those we have never heard. There is also an accent mark to show which syllable is the strongest. That also helps us to say the word. Then we see the letter "n". This tells us that education is a noun. This is followed by the two meanings of this word, numbered 1 and 2.

5. Look up three other long words that you don't know in the dictionary and write down their sound symbols and accent marks. Pronounce the words together in class. Get to know the symbols and how to use them.

Chapter 6

"M O V I N G O N"

READING # 1

Think before you read:

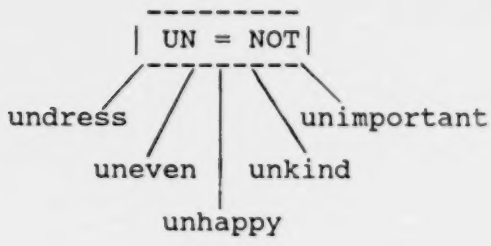
1. The story you are going to read is about moving to a new city. Most of us have had an experience about moving. Write about yours and tell:
   a) Where you moved from/to.
   b) Why you moved.
   c) What you missed most about your old house or city.
   d) Some of the differences between your old and new cities.

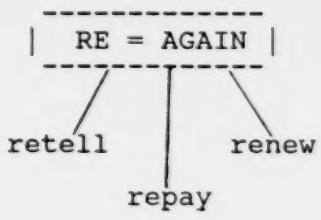
2. The people in this story are moving because the father is getting a new job. This is a very common reason to move in the U.S. Make a list of some other good reasons to move. Talk about them in class.

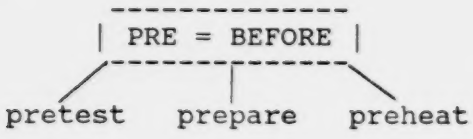
3. A word that means the opposite of another word is called an **antonym.** Look at these words and write their antonyms:

happy
employment
lucky

What did you notice about the antonyms of these three words? They are made by adding **"un"** to the beginning of the word. When we add letters to the beginning of a word to change its meaning, we call it a prefix. In this chapter, we are going to study a few common prefixes. Look at the prefix maps below. They show us the meanings and some examples of three prefixes that are used very often in English: **un, re** and **pre.** Add two examples of your own words for each prefix.



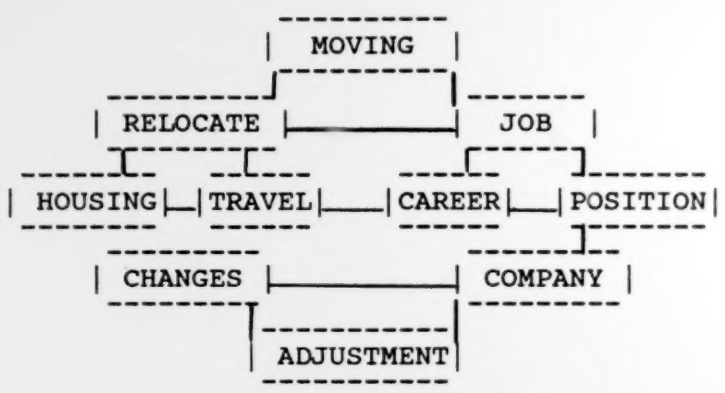




Skim the story "Moving On" to find these prefixes. Write down the words in which they appear in the story and what

their meanings are. Make your own list of words that use these prefixes.

4. Look at the "word tree" below. It includes words about moving and about jobs. Talk about how these words relate to each other.



Work in groups of three students. Each group will take some of the words on the map. Put each word on an index card. On the back of the card, write these things:
a) a good sentence using the word
b) its part of speech (noun, verb, etc)
c) a synonym and an antonym for the word. The groups should work together on each word. Use dictionaries if you need them. Make copies of your cards for the other groups in the class.

Focus on reading:

We are now going to read about a family who is getting ready to move to another city. As you read, think about the reasons that things happen in the story. Ask yourself why the family is moving, why the people in the town are worried, and why the move to a new city is important to Lissette's family.

Moving On

Lissette's father came home from work early last night. He had some important news to share with the family. He was very excited and happy. For months, the entire family had been worried about Papa's job. The factory was not doing well and there was talk of closing it completely. Many families would suffer if that happened. More than 2000 men and women in the town worked at the factory. They had given the company their best years and now the future was

uncertain. Where could they go if the factory closed? Almost every evening, neighbors and friends gathered together to worry and to comfort each other.

But last night everything changed for Lissette's family. Papa gathered the children together and told them the news he had heard earlier that day. He had been offered a chance by his company to take a better position at another plant in New Jersey, about 100 miles away from where they lived now. The job would be very secure, and Papa would make more money. They would not have to worry about unemployment! They were going to relocate!

Lissette was shocked at her father's news! Leave the town where she grew up? Leave her friends and school behind? Impossible! Yet she knew they must go. This was the chance that Papa had been waiting for. Ever since Mama had died three years ago, Papa had tried to do his best for Lissette and her brothers. Now they must leave so they could have a better life. Lissette knew that as the oldest child and the only daughter, her father would depend on her to help find a new apartment and make the family comfortable in their new surroundings. She must enroll her brothers and herself in new schools, find new places to shop for food and clothes, and locate a new doctor and dentist. She suddenly realized how busy she would be. And what about her own life? Would the new school seem strange, the teachers too strict, the work too difficult? Could she make new friends? What if she didn't fit in?

The next evening, Lissette spoke to her father about her fears. He reassured her and helped her to feel better. "We have a chance to start a new life, Lissette. It's time to move on. Some of our friends will be unlucky and they will lose their jobs. We'll prepare for the move together. We'll drive to the new city every weekend until we find a good place to live, in a neighborhood with good schools, close to doctors and shopping centers, and all of the other things we need. You will make new friends quickly and you can come back to visit your old friends often".

Lissette was comforted by her father's words. She knew that her family was moving on to a new life together.

Understanding what you read:

1. Answer these questions on paper about the story you just read:

a. Why did Lissette's father come home from work early?

b. Why were friends and neighbors worried?

c. Why did Lissette's family have to move?

d. Why did Lissette's father depend on her so much?

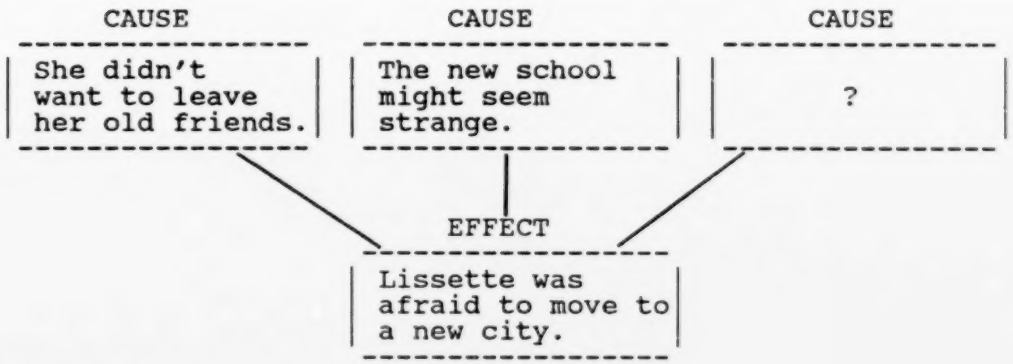
e. What were some of the things that worried Lissette about moving?

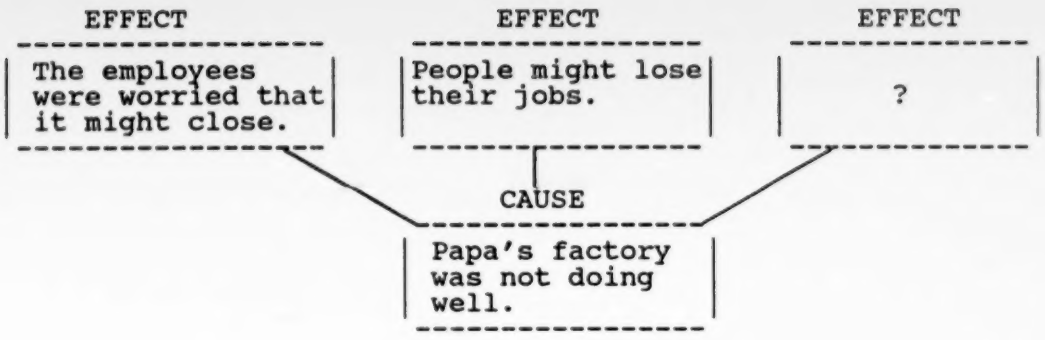
f. Why did Lissette's family have to drive to the new city every weekend to prepare for the move?

g. What were some of the important things Lissette and her father have to find in the new city?

h. Why did her father's words comfort Lissette?

2. Many of the questions that you answered were about **causes** and **effects.** The reason something happens is called the **cause.** The result of the cause, or what happens because of it, is called the **effect.** When we want to know the cause or causes of something, we usually begin the question with "why'. Look at the cause and effect map below. It shows some events from the story. Some of the reasons why they happened, listed and some are missing. Look back at the story and write the missing causes. It is important to understand that one event may have many causes, and that one cause may have many effects. It is also important to know that the cause or causes always happen before the effect.





Make your own cause & effect map for another event in the story.

Using Language:

1. Pretend that you and your family are going to move to a city that is in another state. There are many things you must do to prepare. Get into groups of three. One member of the group is in charge of housing, one in charge of community places (schools, churches, hospitals, etc.) and the other in charge of utilities (telephone, electricity, etc). Each of you make a list of things you need to do before you move. When you are finished, compare your list with other groups. Which group thought of the most things?

2. Bring in a map that shows the city in which you were born, Tell at least five ten facts about the city such as:

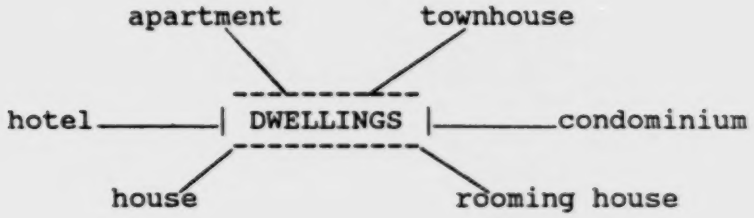
size
population
land formations (mountains, rivers, lakes, etc..)
interesting places to visit there
climate

READING # 2

Think before you read:

1. It has been two months now since Lissette moved. She is writing a letter to her friend Maria back home. Let's imagine some of the things she might say. If you were Lissette, what would you write about? Discuss some possibilities in class and make a list together on the blackboard. After you read, you can see how well you guessed what Lissette would say.

2. Lissette and her family rent an apartment in their new city. There are many different kinds of buildings that people live in. Sometimes they are called **dwellings.** A few examples are shown below. Discuss each and tell how they are alike and how they are different.



3. Lissette's father **rents** their apartment. He pays a monthly fee to the owner to live there. Some people buy their homes. They are **homeowners.** Compare owning and renting on the chart below. List the good points about both. Talk about your home. Do you own or rent it?

OWN	RENT

4. We said before that it is important to "talk to yourself" as you read. Ask yourself questions about what you are reading, think about the main ideas and try to guess what will happen next. But what do you do when you read something that you don't really understand? It may be a word or a phrase you haven't seen before, or an idea that confuses you. In any case, you are aware that you do not understand something you are reading. Then you must decide what to do. You can:

a. read ahead and see if your problem is cleared up later
b. look back and reread the part you did not understand
c. make a good guess about the meaning of the part you don't understand
d. ask your teacher and look it up

Any of these things can work for you. You need to ask yourself, "How can I solve my problem is the least amount of time and without interrupting my reading more than I have to? For example, let's say you're reading Lissette's letter and

you don't understand the meaning of the phrase, "Papa and I sat down to work out a budget". Maybe you can just keep reading and not worry about it. If you can still understand the letter, that's OK to do. Maybe though, you really feel that you need to know the meaning of this phrase to understand the letter. Then you can look back and read that part of the letter again. There are often clues in the paragraph that help you to figure out meaning of unknown words or phrases. In this case, the first part of the sentence gives a good clue. Lissette says she was worried about the rent being too high. This tells us that "working out a budget" has something to do with money. The part that comes right after, "Papa's new salary would cover the cost of the higher rent" also tells us that "working out a budget" has something to do with money and paying bills. Then you could make a good guess using these clues. If none of this paragraph made any sense to you, you would have to do something different. You could stop reading and ask your teacher to explain the paragraph to you, or perhaps look up a few of the important words in the dictionary. Try not to stop reading unless it is really necessary. Your understanding of a story is more complete if you can read it all the way through.

Focus on reading:

Read the letter that Lissette wrote to her friend Maria to find out if Lissette is happy in her new home.

March 23, 1990

Dear Maria,

It seems so long since I've seen you and everyone else from Franklin High School. Yet I've been so busy that the time has just flown by!

My new school at first seemed very different from Franklin, but now I see that in many ways it is the same. The girls get a little more dressed up for school, and they like to go out more. But they are friendly and kind, and they made me feel right at home.

No one goes home right after school. There are so many things to do, and almost everyone is involved in something. I joined swimming and chorus, and I'm really enjoying myself! The boys are good-looking, and I'm hoping this boy in my history class will ask me out. I'll tell you about him later!

Papa loves his new job! At first he was very worried because it was so different and there was so much to learn, but his boss says he caught on fast and he's doing a great job. Now he feels more relaxed. The boys have adjusted well to their new school and they've made a lot of friends here.

Our apartment is really neat! It's bigger than the one

back home. My new room has enough space for a desk, and Papa said he would buy one for me for my birthday. I was a little worried when about the high cost of rent we signed the lease, but Papa and I sat down to work out a budget for all of our expenses and found that his new salary will cover the cost of the higher rent.

Things have worked out well here for us, but I miss you and all my old friends back home very much. Nothing can ever replace the friends that I grew up with. I think of you often, and I can't wait to visit over Spring vacation next month. I'll have a lot more news to share with you then!

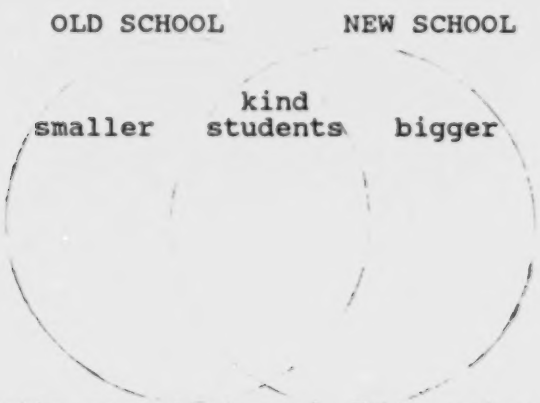
Say "hi" for me to all the old crowd and tell them I'll see them soon!

Love,
Lissette

Understanding what you read:

1. Do you think Lissette is happy in her new city? What does she write in her letter that makes you think so?

2. Compare Lissette's new school with her old one. List the things that are different in the separate parts of the circles and the things that are the same in the common area of the circles. An example is given.



3. Lissette says that Papa feels relaxed now in his job. What is the cause of him feeling this way?

4. Name a word in the last paragraph that has the prefix **re**. What does this word mean? Write a sentence using this word to show you understand its meaning.

5. When will Lissette visit her old friends? What is the name of her old high school?

Using language:

1. Write a letter from Maria to Lissette answering Lissette's letter. Include lots of news from Franklin High!

2. In the last chapter, we talked writing a rough draft. After we have done this, we are ready for another step in the writing process, the **conference**. In this step, we find a reader to read our rough draft, ask us questions about it, and give us ideas to help improve it. Often a classmate can help do this. It is good for your classmates to read your draft and for you to read theirs. Your teacher can help you to understand how this step works and how it can help you to become a good writer.

Write a paragraph called "Moving Day". After you have brainstormed and written your rough draft, have a classmate read it. You should make note of what the classmate tells you about your paragraph. Ask him:
Is it clear?
Is it too long or too short?
Did I stick to the topic?
How is my grammar, punctuation and spelling?

We will continue talking about the next step in the writing process in Chapter 8. It is called **editing**. Your teacher may want to introduce it now so you can complete your paragraph.

Chapter 7

" B I G N E W S "

READING #1

Think before you read:

1. Have you ever been to a wedding in this country? If not, maybe you have seen pictures or heard stories of how weddings are celebrated here in the U.S. Tell what you know of American wedding customs.

2. How are weddings celebrated in your country? Write a description of a typical wedding in your homeland. Maybe you can describe your wedding or that of someone in your family. Discuss how it was different from American weddings.

3. These words are important to know. To help you remember them, they are grouped together under different headings. Many of the words may be unfamiliar to you. Discuss them in class with your teacher and classmates. Use them when possible in the writing and speaking exercises you will do in this chapter:

People in the wedding (also called the wedding party):

bride
groom
maid or matron of honor
best man
ushers
bridesmaids
flower girl
ring bearer

Events:

engagement
bridal shower
rehearsal dinner
bachelor party
wedding ceremony
wedding reception
honeymoon

Customs:

exchanging rings
throwing the bouquet
wearing "something old, something new, something borrowed, something blue"
the bride's father "gives her away"
the newly-married couple cut the wedding cake
the best man "toasts" the happy couple
the guests throw rice at the bride and groom
the bride and groom say the wedding vows

Other people at the wedding:

the wedding guests
the clergyman or justice of the peace
the photographer
the organist or musician

Use the words above to fill in the blanks:

1. Words spoken between a bride and groom at a wedding ceremony are called.....

2. The person who performs the wedding ceremony may be the..... or.....

3. Drinking to the happiness of the bride and groom is called a.....

4. Men in the wedding party who help the guests find their seats at the ceremony are called.....

5. It is sometimes a custom for the guests at the wedding to throw.....at the bride and groom after the ceremony.

6. After the wedding, the bride and groom leave for a trip called a.....

7. At the ceremony, the bride is "given away" by.....
.....

8. The lady who is the special attendant of the bride is called the.....

9. The other ladies in the wedding party who are usually special friends or relatives of the bride are called.....
.....

10. It is a custom for all of the unmarried ladies who are guests at a wedding reception to try to catch the bride's....
.....

Focus on reading:

Our first reading in this chapter is a **dialogue**. A dialogue is a conversation between two people. This dialogue is a conversation between Jack and Carlos, two young men who are old friends from high school. They meet by chance one day on the street. Read the dialogue to find out about the big news that Jack shares with Carlos.

Big News

Jack: Carlos! I haven't seen you in ages! How is it going?

Carlos: Hi, Jack! It sure has been a long time! Everything's great with me. How about you? Are you still attending the University full time?

Jack: No, I had to leave college to get a job. But I am going back to finish my degree as soon as I can.

Carlos: That's too bad!

Jack: Well, I've got some good news, too! The reason I had to get a job is that I'm getting married!

Carlos: Married? Are you serious? Well, congratulations! Fill me in on all the details.

Jack: Do you remember Kathy Conrad? She sat behind me in American Government. Well, she and I have been dating ever since the high school prom, and we're getting married in June. She's finishing her degree in journalism. Next year, when she graduates, I'll go back and finish my business degree. We have everything figured out.

Carlos: Sure, I remember Kathy. She is a nice girl! I'm really happy for you, Jack! You're really taking a big step.

Jack: Yes, we are. I know we're both young, but we don't want to wait any longer to get married. It'll be hard for a few years, but we'll make it. We've rented a great apartment on Center Street. I'm already living there.

Carlos: That's great, Jack! I know you'll both be very happy.

Jack: Carlos, I'm really glad I ran into you today. I'd like you to come to our wedding. We should keep in touch. We never see each other any more.

Carlos: I'd love to come to your wedding! I'll look forward to it. And you're right, Jack. We should get together soon. I'll give you a call. Maybe you and Kathy would like to double-date sometime with me and Carmen.

Jack: That sounds terrific! Call me anytime. Let me give you my new phone number.

Understanding what you read:

Answer these question about the dialogue "Big News".

1. How does Carlos know Jack's fiancee Kathy?

2. How long do you think it has been since Jack and Carlos have seen each other?

3. What do Jack and Carlos plan to do together in the future?

4. What does Jack plan to do after Kathy graduates from college?

5. Does Carlos have a girlfriend? How do you know?

6. How old do you think Jack and Kathy are?

7. When are Jack and Kathy getting married? Where will they live after the wedding?

8. Why do you think Jack got a new phone number?

9. How long have Kathy and Jack been dating?

10. Why didn't Jack finish college?

Using language:

1. There are special words and idioms that we use to respond in certain ways. Read the situations below and practice using the responses. Think of some other responses on your own that might be used for each situation.

SITUATION	RESPONSE
Someone has told you some bad news.	I'm sorry to hear that. That's too bad!
Someone has told you some surprising news.	You're kidding! Are you serious? No, really?
You see a friend you haven't seen for a long time.	It's been ages! You look great! How it's going? It's been a long time!

Someone tell you good news about themselves.

Congratulations!
That's terrific!
I'm so happy for you!

2. Pretend you are planning a wedding in the near future. Make a list of things you need to do before the wedding day.

3. After the wedding, many couples leave for a honeymoon trip. Bring the travel section of your local newspaper to class, or get some travel brochures from a nearby travel agency. Talk about a place you would like to visit on your next vacation. Tell where this place is located, how you would get there, what the weather is like, and what you would do during your visit.

Reading #2

Think before you read:

1. In the next reading, Kathy, Jack 's **fiancee** (the girl he's going to marry), is talking on the telephone with one of her friends about her wedding plans. What do you think Kathy might say to her friend? Before reading, write down some ideas you may have about what Kathy could say. After reading, look back at your list and see if some of your ideas were correct.

2. Look back at the wedding vocabulary you studied earlier in the chapter. In groups of three, divide the words by heading. One person will take "people in the wedding", one will take "events", and one will take "customs". Each person will write a paragraph using the words under his or her heading. When the group is finished writing, put the paragraphs together to form a composition titled, "An American Wedding".

Focus on reading:

We're going to listen in on a telephone conversation. Kathy is talking with an old friend named Judy. She is telling Judy about her wedding plans with Jack. As you read, try to imagine what Judy is saying to Kathy.

Kathy's Call

"I can't believe it. Only six weeks to go before the wedding! I'll never get it all done. And I have final exams in two weeks and a paper due in American Literature.... What?...

Oh yes, my dress is ready, and we have to pick up the invitations on Tuesday... Yes, we've ordered them. I even remembered to order an extra bouquet to throw to all of the single girls at the reception..... No, we are only having about 75 people. Everything is so expensive. We've had to cut the list down. I just hope we didn't forget anyone important!... Jack's brother David, of course! Who else could he choose as his best man?... Yes only two bridesmaids, my sister and Jack's. We really need to keep the wedding party small... Just to the shore for a few days. We can't afford to take a long, expensive trip for our honeymoon... No, I'm too busy to be nervous. Ever since we got engaged on Christmas Day, making wedding plans has been a full-time job!.... You are right! It's been hard to get a lot of studying done this semester. I'm afraid my grades will go down..... Yes, I think Jack does miss school. But he's going back as soon as I graduate and start working... Thanks, I'm really glad you're going to be there. Jack and I want all our friends to be at the wedding! It just wouldn't be the same without all of you."

Understanding what you read:

1. Answer the questions about Kathy's telephone conversation with Judy.

   a. Why was Kathy worried about her schoolwork?

   b. How many guests will be at Kathy and Jack's wedding?

   c. Who is going to be the best man?

   d. Where are Kathy and Jack going on their honeymoon and why are they going there?

   e. What do you think will be Jack and Kathy's biggest problem as they begin their marriage?

   f. Is Kathy nervous about the wedding? Why or why not?

   g. When did Kathy and Jack get engaged?

   h. Circle all the words that describe Kathy's mood during this conversation.

relaxed	sad
excited	surprised
busy	lonely
happy	worried

2. Sometimes when you are reading, you may find a sentence that may have two different meanings. This may confuse you

and lead you to misunderstand the story. The conversation you just read may be confusing because you only read half of it. You did not read what Judy said to Kathy. That is left to your imagination. For example, maybe you didn't understand what Kathy meant when she said "Just to the shore for a few days". Maybe you never saw the word "shore" before, and since you didn't hear Judy's question, you may not have understood that statement. When that happens you should read the next sentence or two. The next sentence says "We can't afford to take a long, expensive trip for our honeymoon." That sentence helps to explain the sentence before it. It tells you that Kathy was talking about her honeymoon trip. You may still not know that "shore" is another word for beach, but at least you know that it is a place where people can go for a vacation or honeymoon.

In class, discuss other sentences that you have read in this chapter that confused you or that you simply didn't understand, and tell how you solved the problem.

Using language:

1. Reread Kathy's phone conversation. Imagine what Judy must have said to her. Write Judy's side of the conversation. With a partner, act out Judy and Kathy's conversation. Does it make sense together?

2. Imagine that you are a guest at the wedding of Jack and Kathy. Describe the setting. What do you see? What are the people there doing? First describe the ceremony and then the reception.

3. In the last few chapters, we have talked about the process of writing. We have learned how to:
   a. brainstorm a topic
   b. write a rough draft
   c. confer with others to improve our rough draft

After we have discussed our writing with others, we need to work on improving it. Our ideas must be presented clearly, we must stick to the topic, our sentences must be complete and their order must make sense, and grammar and spelling mistakes must be corrected. Your teacher will help you with this step of the process called **editing and revising.** Work with a piece of writing that you have already started in this class. You goal is to make your writing as perfect as possible. Use the ideas given you by your teacher and classmates in the writing conference. Give your good ideas to them to help them improve their writing. Remember, your readers must clearly understand the message you are sending through your writing. When this step is complete, you are ready to write your **final draft.** The more you write and the more you use the writing process, the more your writing will improve.

Chapter 8

"GIVE ME SOME CREDIT"

READING #1

Think before you read:

1. This title of this passage is "Give me Some Credit!". It deals with a problem that a young couple faces early in their marriage and how they try to solve it. Think about the title and the topic. What words or ideas come to your mind when you think of young couples just starting their lives together? Read your list to the class and compare ideas with each other. Which are alike? Which are different?

2. Using the class's ideas, write a paragraph describing what you think the passage will be about.

3. This passage, like the one in Chapter 7, is a dialogue. Remember, a dialogue is two people talking to each other. When people speak, they often use different words than when they write. Many of these words are called **idioms**. You cannot tell the meanings of idioms just by looking at them, but sometimes you can guess at their meanings by the way they are used in a sentence. The sentences below are from the passage and they all contain idioms shown here in **bold.** Read them with your teacher.

"We should wait until we pay all the wedding expenses and **get on our feet**".

"I'm tired of being **broke**".

"We'll **bite the bullet** one more year until you finish college and get a good job".

"**In no time at all** our careers will take off".

"That money is going **down the drain**".

"I'll call Mrs. Johnson tomorrow and **check it out**".

"Now Kathy, don't **get carried away**.

Some of these idioms you may know, and some you may not. They are part of spoken English; the English people use when they talk to each other. Try to guess the meaning of the idioms you don't know just by reading these sentences. Discuss your guesses in class with your teacher. Can you tell from these sentences that this story is going to be about money?

4. Think of ten English idioms that you already know. Share them in class. Vote for the funniest and most unusual idiom.

Focus on reading:

Kathy and Jack had been married only two months when they had a big decision to make. Kathy wanted to buy a washer and dryer for their apartment, but they couldn't afford to pay cash. Let's listen to their conversation as they decide if they should make this purchase. As you read, you will see that Jack and Kathy have different opinions about what they should do. Think about whose arguments are stronger and what you would do in if you had their problem.

Give Me Some Credit !

Jack: I don't know if it's such a good idea. We really should wait until we pay off all the wedding expenses and get on our feet.

Kathy: But we really need a washer and dryer, Jack. You hate going to the laundromat just as much as I do.

Jack: How are we going to pay for them? I'm only working part-time, and you won't be working until you finish school next year.

Kathy: Maybe I should just quit school and get a job. I'm tired of being broke!

Jack: No way! We've got to think of the future. We'll bite the bullet one more year until you finish college and get a good job. Then I can take some courses. In no time at all, our careers will take off and we'll have enough money for a down payment on a house.

Kathy: Couldn't we use our credit card just this once?

Jack: The monthly payments would hurt us. Do you know how much interest we'd have to pay? Here, look at this ad in today's newspaper: "Deluxe washer and dryer, on sale now $875 plus tax and delivery". I've figured it out. Our credit card payments would be about $60 a month and we'd be paying 12.75% interest. That works out to a lot more than $875 by the time we finish paying for it.

Kathy: Yes, but we spend about $30 a month at the laundromat. That money is going down the drain. And when we finish our credit card payment, we wouldn't have any more expenses for washing our clothes.

Jack: Except for the electricity and water it takes to run the machines.

Kathy: O.K., but we wouldn't have to drive to the laundromat, so we'd save gas money.

Jack: Look, we're both right. I have another idea. Starting next month I'm going to be working an extra hour every day. That's $40 more a week. I heard Mrs. that Johnson across the street is moving and selling all of her appliances. Maybe we could afford to pay cash for her used washer and dryer. I could get my brother to help me bring them over here.

Kathy: That's a great idea! I'll call Mrs. Johnson tomorrow and check it out. Maybe she'll sell us her sofabed too so my mom will have a place to sleep when she comes to visit.

Jack: Now Kathy, don't get carried away!

Understanding what you read:

Things that can be proven to be true are called **facts**. Things that cannot be proven and that people may disagree about are called **opinions**. In reading it is important to be able to tell the difference between facts and opinions. For example, in our dialogue, Jack and Kathy are husband and wife. That is a fact, because we can look up their marriage certificate or talk to people who witnessed their wedding. We can prove they are married. But if we say they are happily married, that is an opinion. Happiness cannot be proven so it is not a fact.

Read the statements below. Tell if each is a fact or an opinion and explain why you think so.

1. Kathy believed that she and Jack needed a washer and dryer.

2. Jack worked part-time.

3. Kathy didn't like school.

4. Used appliances don't work well.

5. Jack didn't want Kathy to quit school.

6. Credit cards are bad.

7. Jack is too cheap.

8. Mrs. Johnson lived across the street.

9. Kathy had a brother.

10. Jack had better arguments than Kathy.

Now write 10 statements of you own about Jack and Kathy. Some will be facts and some will be opinions. Exchange papers with someone else in the class and tell which of his or her statements are facts and which are opinions.

Using language:

1. Bring in some newspaper ads from several stores that have sales. Choose one item (such as a television or a car) and compare prices in different stores. Which is the best bargain? Which store has the best sale?

2. Write a paragraph about the biggest purchase you've made in the last two years. Be sure to tell how you made sure your purchase was the best you could get for the best price. Tell what stores you went to when you shopped for it.

3. Fold a piece of paper in half. Write "Jack" on the left and "Kathy" on the right. Below the names list each person's arguments that were used in the passage. Tell who you thought had the better arguments and give a reason for your opinion.

4. There are many contractions in the English language. We use them every day both in speaking and in writing. Contractions are two words that are put together to make one word. A letter is always left out and an apostrophe is used in its place. Here is a list of contractions that were used in this chapter:

did	+	not	= didn't
do	+	not	= don't
can	+	not	= can't
I	+	will	= I'll
could	+	not	= couldn't
I	+	am	= I'm
we	+	will	= we'll
it	+	is	= it's
will	+	not	= won't
that	+	is	= that's

Think of other contractions to add to the list. Practice using them in your everyday speech because they are an important part of the English language.

READING #2

Think before you read:

We have studied some ways we can know if we understand what we are reading. We learned that it is important to think while we read. We saw how skimming can help us, and that picturing what has happened in the story and guessing about what will happen next helps us to be good readers. But what else tells us how well we understand what we read? Sometimes how fast or slowly we read gives us clues. Do you read faster if you are reading something easy or hard? Read the two paragraphs below and try to understand everything in them.

1. There are many variables that affect reading rate. Your purpose for reading and the level of difficulty of the material are the two most important. Recreational reading does not demand the high level of comprehension that is required for study reading, and passages that contain unfamiliar vocabulary or topics require a much slower rate.

2. There are many things that cause us to read faster or more slowly. The two most important are why we are reading, and how hard the story is. When we read for fun, we do not have to understand everything, as we do when we are reading to learn. Also, if we know about the topic and the words are easy, we can read faster than if we are reading a lot of hard words and a topic we know nothing about.

Did you read both paragraphs at the same speed, or did you read one more slowly than the other? If you are like most people, you probably slowed down while you were reading the first paragraph, and then read faster when you got to the second paragraph. Why did that happen? The first paragraph was much harder than the second because it had harder words in it, even though the two paragraphs said almost the same thing. Most people slow down when reading gets hard, and speed up when the reading gets easier. Some people even read out loud or ask themselves questions when they are reading something hard. Some people read the same thing over again until it becomes clear. This is a good thing. It shows that you know how important it is to understand what you read. Good readers use many different tricks to help them understand more. Reading faster or more slowly is one of them.

Focus on Reading:

Jack and Kathy were just beginning their married lives and Jack didn't want a lot of credit card bills. Millions of people use credit cards all of time. Read the passage below

to learn more about how they should and shouldn't be used.

Using Credit Cards

"Will this be cash or charge?" Every day across the United States millions of shoppers hear this question. How do you answer? Are you one of the many people who pulls out a plastic card to pay for your purchases or does the thought of the bill that will come in the mail at the end of the month make you uncomfortable?

If you do not have at least one credit card, you are in a minority in this country. Credit card use has increased in the 1980's and will probably continue to increase. They have become an important part of our lives.

Is the use of credit cards a good idea? Sometimes. Credit cards can be good thing. They can be a great convenience. If you see something you need at a good price, but you don't have enough money with you, a credit card will allow you to buy now and pay later. Using a credit card wisely can help you get other loans, too, such as a car loan or a mortgage. It shows the bank that you pay your bills on time and you can be trusted with their money. But because they are so easy to use, they can tempt you to buy things you don't really need, or can't afford. Doing this often can get you into serious debt. Some people have even had to cut up their credit cards to keep from using them.

There are many ways you can become a good credit card consumer:

- Use your credit card only when you really need to. Don't make it a habit for everyday purchases.
- Shop for the credit card with the lowest interest rate and find out what fees, if any, are charged.
- Don't let anyone else use your credit card. You are responsible for paying the bill.
- If your credit card is lost or stolen, report it to the bank right away.

A good consumer understands how to use credit cards the right way and knows the responsibility that goes with them.

Understanding what you read:

1. Did you notice how fast or slowly you read this passage? Were there many words or ideas you didn't understand? Did that cause you to slow down, or to read a certain part over again? Write two or three sentences describing you reading rate for this passage.

2. Make a list of the good points and bad points of using credit cards. Read them to the class. In your opinion, are there more good points or bad points? Write a paragraph telling why you have this opinion.

3. Tell whether the following statements are facts or opinions:

a. Everybody needs a credit card.
b. Credit card use has increased in the last ten years.
c. Americans buy too much on credit.
d. Consumers are people who use or buy things.
e. Millions of people use credit cards.

Using Language:

1. Write a dialogue with a partner in your class. Pretend you are a department store clerk and your partner is buying a new suit or dress. Write down everything that the clerk and customer might say to each other. Act out the conversation for your class.

2. Pretend you work for a bank and a customer wants to borrow some money to buy a car. Write a list of questions that you want to ask the customer before you decide if you should lend him or her the money.

Chapter 9

" E M E R G E N C Y ! "

READING #1

Think before you read:

1. Think of an experience you have had in a hospital, either as a patient or as a visitor. Write down what you remember about your experience. Discuss it in class.

2. Make a "medical dictionary" in class. Think of as many words you can under the headings below and write them down. You are given two examples in each heading to start you off.
   A. People in the medical field-doctors, nurses,
   B. Things in the hospital or doctor's office-waiting room, eye chart,
   C. Things a doctor/nurse uses-stethoscope, thermometer,

Put all of your words together and discuss them in class. Perhaps your class can add to the dictionary by making up your own headings.

3. Doctors often specialize in a certain field. If you have a special medical problem, your doctor may refer you to a specialist who has a lot of experience in treating your problem. Here is a list of some of the common specialties in the medical field:

cardiologist-heart doctor

orthopedist-bone doctor

allergist-allergy doctor.

pediatrician-doctor for children

pediatrist-foot doctor

dermatologist-skin doctor

surgeon-doctor who operates or performs surgery

opthamologist-eye doctor

obstetrician/gynecologist-doctor for pregnant women

psychiatrist-doctor for problem of the mind and emotions

neurologist-doctor for problems of the brain and nervous system

radiologist-X-ray doctor

Write the name of the specialist who can help these problems:

A. If you are depressed all of the time and feel sad, you should see a.....

B. If your four-year-old son needs a shot, you should take him to a.....

C. If you are going to have a baby, you should get monthly check-ups by a .....

D. If your doctor says you need an operation, she might send you to a(n).....

E. If you sneeze a lot at certain times of the year, you may need to see a(n).....

F. If you hurt your bone playing sports, you may need a(n).....

G. If you have problems seeing well, make an appointment with a(n).....

H. If you get very bad headaches, consult a(n).....

I. If you have some x-rays taken at a hospital, a(n)..... will look at them to see what they show.

J. If you have a rash on your skin, you should call a(n).... .....

K. If your foot hurts, go to a(n).....

L. If you tell your doctor you have pains in your chest, he may send you to a(n).....

Focus on reading:

In Chapter 2, we read about Carmen and her family. In her family there was a mother, a grandfather, Carmen, a sister, and two brothers. In this chapter, Carmen's grandfather is very sick and has been taken to the hospital in an ambulance. Carmen is at the hospital and is trying to find out how her grandfather is doing. Read the story to find out if Carmen's grandfather gets well and what goes on in the hospital.

Emergency !

Carmen watched from her seat in the waiting room as doctors and nurses walked by in a hurry. They didn't seem to notice that she had been sitting there waiting for a long time. Carmen was scared. A few hours ago, her grandfather was coughing and had a high fever. Then he couldn't breathe. Carmen had to call an ambulance to take him to the hospital. Carmen rode inside the ambulance with him. She left her brother Pablo in charge at home and called her mother at work when the ambulance arrived at the emergency room. After her mother got to the hospital, she and Carmen waited to find out what was wrong with Grandfather. No one would tell them anything, though. The nurse only said that he must have some x-rays and blood tests to see what was wrong. In the emergency room, they gave him some oxygen to help him breathe before they took him to radiology. Finally, Carmen's mother went home for a little while to check on the children. Now Carmen waited alone. She was afraid of hospitals, and she worried that Grandfather's illness might be serious. The waiting room was filled with people. A baby cried while her mother walked with her around the room. A teenaged boy with a cast on his leg sat reading a magazine. A man with a bandage around his arm was watching T.V. Carmen didn't think that any of these people seemed as sick as her grandfather. Finally, a nurse called her name. Carmen jumped up and ran over to her.

"The doctor wants to speak to you", she said. She led Carmen over to where a young woman wearing a white jacket was writing something down on a piece of paper.

"Hello," the woman said politely. "I'm Dr. Romano. I'd like to speak to you about your grandfather."

"Is he going to be all right?" Carmen asked.

"I think he'll be fine. But he is very sick right now. He has pneumonia. We need to give him antibiotics to get rid of the infection in his lungs. He'll have to stay in the hospital for a while. We are moving him to room 407B. You can see him in a few minutes."

Carmen smiled and thanked Dr. Romano and went to the phone to call her family.

Understanding what you read:

1. Choose the best answer for the questions from the story "Emergency!"

   A. Which answer best tells how Carmen felt at the beginning of the story.
      a. She was tired of waiting.
      b. She was scared because Grandfather was sick.
      c. She was afraid of being left alone at the hospital.
      d. She was angry at the doctors and nurses.

B. Where was Carmen's mother when Grandfather got sick?
   a. She was at home sleeping.
   b. She was taking care of the children.
   c. She was working.
   d. She was on the phone.

C. Why did Carmen's brother Pablo stay at home?
   a. He was too young to go to the hospital.
   b. He was afraid of hospitals.
   c. He had to go to school.
   d. He was needed to care for the younger children.

D. Choose the word that best describes the waiting room at the hospital.
   a. cold
   b. empty
   c. noisy
   d. crowded

E. Grandfather was having problems with
   a. talking
   b. breathing
   c. walking
   d. seeing

F. What word best tells how Carmen felt when the nurse called her name?
   a. tired
   b. worried
   c. bored
   d. sick

G. Dr. Romano was giving Grandfather antibiotics. Antibiotics means:
   a. food
   b. oxygen
   c. medicine
   d. x-rays

H. Pneumonia is an illness of the
   a. heart
   b. leg
   c. stomach
   d. lungs

I. Dr. Romano was going to move Grandfather to a(n)
   a. hospital room
   b. different hospital
   c. nursing home
   d. ambulance

J. At the end of the story, Carmen felt
   a. more worried
   b. less worried
   c. the same

2. When we **compare** things, we tell how they are alike. When we **contrast** things, we tell how they are different. There are many things that are alike in some ways and different in others. We can both compare and contrast them to tell how they are alike and different. Doing this can help us to be better readers. We can use a "T" chart to help. For example, let's compare and contrast doctors and nurses.

DOCTORS/NURSES

ALIKE	DIFFERENT
Work in hospitals. Help people get well. Trained in college.	Go to school longer. Make more money. Make more decisions about patient care.

Try to add to this chart by thinking of other ways doctors and nurses are alike and different.

Make your own chart to compare and contrast the way Carmen felt at the beginning of the story and how she felt at the end of the story. Write down at least two ways she was the same and two ways she was different.

Using language:

1. Write a dialogue imagining the conversation between Carmen and Grandfather when she goes to his hospital room to visit him. Practice this dialogue with a partner and present it to the class.

2. At the end of the story, Carmen goes to the telephone to call her family. Write down five things she will say on the phone and write down five questions that Carmen's family will ask her.

3. Scavenger Hunt: Find a word in the dictionary that means the same as doctor.
The word has nine letters and begins with a "p".....

Find a word that means a person who goes to a doctor for

medical help. Hint: It has seven letters and begins with a "p". This word was used in the chart contrasting doctors and nurses.
p.....

READING #2

Think before you read:

1. Do you visit a doctor for regular check-ups, or only when you are sick? Do you visit a dentist? How often?

2. What would you do if you moved to a new area and needed a doctor? How would you find one?

3. Do you have health care insurance? What kind do you have? Do you know what it covers? Are health care benefits provided by your employer or do you pay for your insurance yourself?

4. Give advice to someone who is sick but can't afford to pay a doctor? Tell what such a person could do to get help.

5. Americans like to shorten long words. This is called **abbreviating.** There are a few abbreviations that are used in the medical field that you should know:

Dr.	: Doctor; used as a title in front of a doctor's name.
R.N.	: Registered nurse
M.D.	: Medical doctor; used after a doctor's name
D.D.S.	: Doctor of Dental Science; used after the name of a dentist.
E.R.	: A hospital emergency room.
Rx	: A prescription for medicine that a doctor writes.

6. What are some differences between health care here in the U.S. and health care in your homeland?

Focus on reading:

We are now going to read a passage called "A Change For Better Health". Think of five things people can do to change their lives to be healthier and live longer. Discuss them in class. Skim the passage for one minute before you begin to read. Are any of the changes that you thought of discussed in the passage? Read silently to find out more about staying healthy.

A Change for Better Health

Have you been taking good care of your health lately? Many Americans have been trying hard to stay healthy. In the past few years, we have become very interested in learning how to prevent illness. Doctors have found that many diseases that cause death can be prevented by living a healthier lifestyle. There are many things that we can do to live longer, and keep from getting sick.

We know now that nutrition is very important to our health. Many of us have become more careful about what we eat. We've learned that foods that are bad for us can cause heart disease and cancer. These illnesses kill more Americans than any others.

We also understand that smoking cigarettes can cause lung and heart disease. Although we still have many smokers in this country, thousands of Americans have quit this unhealthy habit in the last twenty years.

Exercise is also an important way to stay healthy. It keeps our hearts in good shape and helps us to stay slim. Many people feel that walking is an excellent form of exercise and an enjoyable one, too.

Since we are doing more to stay healthy, we also want better medical care when we need it. We know that it's important to have regular checkups and medical tests when they are needed. We are asking more questions of our doctors because we want to understand the best way to take care of our bodies. When we are sick, we make sure we know as much as we can about the medicine we need.

Americans want to lead healthier, more active, and longer lives, and changing the way we live can help us to reach this goal.

Understanding what we read:

1. Everyone who writes has a reason for doing so. This is called the **author's purpose.** When we read something that we enjoy, or makes us laugh or cry, we can say that the author's purpose is to **entertain** us. When we read something to learn new information, we can say the author's purpose is to **inform** us. When the author wants to get us to do something, we say the author's purpose is to **persuade** us.

a. Read the paragraphs below and tell if the author's purpose is to entertain, inform, or persuade.

Climate

Climate and weather are two different things. Climate tells how the weather is over long periods of time. Sometimes

the weather is cold in Florida. But we can say that Florida has a warm climate because it is warm there most of the time.

Recycling

Many people do not want to recycle because they think it is a lot of work. This is simply not true. If you try it for one month, I'm sure you will agree that it is very easy. It just takes a little getting used to, and it is so important to our city that everyone must make an effort to cooperate.

Samantha

My daughter has a cat named Samantha. Since the day we got her, she has been nothing but trouble! She likes to climb as high as she can and knock things down. Once she made a plant fall on my son's head! She also likes to take naps on my daughter's shoulder.
We laugh at the funny things that Samantha does, but she can be a problem!

b. In the passage "A Change For Better Health", was the author's purpose to entertain, persuade, or inform?

c. Write three short paragraphs, one in which you're trying to entertain your readers, one in which you're trying to inform them, and one in which you're trying to persuade them to do something . Read them to the class and have the class guess your purpose.

2. Go back and reread the passage "A Change for Better Health". Think about any problems you had when you read it the first time. Maybe there was a word or sentence that really confused you. Describe your problem to the class and tell what you did to fix it. See if anyone else in the class has another idea about what you could have done. Write down any new ideas you hear in your notebook so you can use them the next time.

Using language:

1. You went to an emergency room for x-rays and later you receive two bills for the same x-ray. Write a short letter to the hospital telling them about the mistake. Use a classmate as your editor before you write your final draft.

2. Write a doctor-patient dialogue with a partner. Make up an illness and explain it to the "doctor". The doctor will then tell you what is wrong and what you should do to feel better.

Use your imagination!

3. Use the Yellow Pages of your telephone book to look up names of doctors in your town. Look under "physicians" in the book. Find the names of two doctors who:

a. treat heart problems
b. take care of children
c. deliver babies
d. can tell you if you need eyeglasses
e. can find out what you're allergic to

Chapter 10

"L O V E A N D L E A R N"

READING #1

Think before you read:

1. Who should care for young children while their parents work? If you were a parent with this problem, what would you do? Make a list of possible ways what you could arrange child care. Which do you think is best for the child?

2. Interview two working parents that you know that have young children. Ask the following questions:

   a. How old is your child?

   b. Where does your child stay while you are working?

   c. Are you happy with the care your child is getting?

   d. Does your child enjoy staying with the people who take care of him or her?

   e. Are you happy to be working or would you prefer to stay at home with your child?

   Report on your interview to your class.

3. Read a newspaper or magazine article on day care centers. Your teacher can help you find one. Try to find out the following information:

   a. How expensive are day care centers?

   b. What percent of working parents use them for child care?

   c. What ages are most of the children who go to them?

   d. What are some of the things children do there?

   e. How can parents tell if a day care center is a good one?

4. In the passage you are going to read, there are several idioms. Let's look at them before you read:

   a. Everyone has been **on the go** for more than an hour.
   on the go - busy; working hard

   b. It worked **like a charm**!
   work like a charm - to work great; to do exactly what it was supposed to do

c. The rest of the day will **fly by.**
fly by - pass quickly

Make up your own sentences using these idioms.

5. Babies go through many stages of growth before they become adults. Let's take a look at these stages.

infant.....0-18 months
toddler.....18 months to 3 years. old
preschooler.....3-5 years old
school-age child.....6-13 years old
teenager (sometimes called adolescent).....13-19 years old

Because we are talking about child care in this chapter, we will focus on infants, toddlers, and pre-schoolers.
Get together with a partner in class or in a group of three. Together, think of ten things that must be done daily to take care of infants (example: change diapers), six things that must be done everyday for toddlers (example: give baths), and three things that must be done to care for preschoolers (example: prepare their meals). Compare answers with other groups in your class.

Focus on reading:

We have talked before about how a family life in this country has been changing. One of these changes is that in most families with children, both parents have jobs outside the home. This has caused a need for moms and dads to find people to care for their young children while they work. Many parents take their children to day care centers. The story you are going to read is about a day care center called Love and Learn. Imagine the activities that children might be involved in at this Center. Imagine what the teachers might be doing. Then read the story silently to find out what really goes on at Love and Learn.

Love and Learn

It's only 8:00 a.m., but everyone at Love and Learn Day Care Center has been on the go for more than an hour. The teachers began arriving at 6:30 to prepare the Center for the children who would soon be at the door. At 6:45 two-year-old Brian was the first to arrive. His mom, a nurse, had to leave quickly to begin her shift at the hospital. A teacher went over to welcome Brian, but, as usual, he started to cry as his mother walked toward the door to leave. The teacher began to read Brian's favorite story to him. It worked like a charm! Brian was calm and happy and ready to start his day at the Center.

At 7:00 several more children arrived. The youngest was six months old, and the oldest was five years old. They all had to be cared for in different ways. Maggie, the baby, needed a diaper change, four-year-old Taka was just getting over an ear infection and needed his medicine, and Corey, the oldest, wanted to play a game. Mrs. King, the head teacher, greeted everyone as they came in, and walked around the room talking to the children and giving advice to the teachers.

Now, at 8:00, a group of children is listening to a story about a red balloon. When the story is over, they will put an old shirts and paint a picture. Two of the babies are in cribs in the "quiet room" taking their morning naps. Three little boys are making a building out of blocks while a teacher watches.

The rest of the day will fly by at Love and Learn. Crackers and fruit juice will be served at snack time, and then, if the weather is good, the teachers will take the children outside to play. Lunch will be followed by a quiet time for napping or looking at books. After some more time for games, toys, and stories, the moms and dads will begin arriving to pick up their children.

Even though the children miss their parents when they go to work, they all enjoy the time they spend at Love and Learn. The teachers are kind and caring, and there are good friends to play with. Love and Learn is an important place to both the children and their parents.

Understanding what you read:

1. Answer these questions about the story:

   a. Why did Brian cry when his mom left for work?

   b. What did the teacher do to help Brian feel better?

   c. What special problem did Taka have?

   d. What was Mrs. King's job at the Love and Learn Center?

   e. How old was Maggie?

   f. Why will the children wear old shirts when they paint?

   g. Why do you think the afternoon "flies by"?

   h. Why do the children enjoy the hours they spend at Love and Learn?

   i. Name two things that preschoolers can do but babies can't at Love and Learn.

   j. Why do the children at Love and Learn all arrive at different times?

2. Write these sentences over again, using your own words to replace the words in **bold**.

a. The weekdays are long, but the weekends seem to **fly by**.

b. He was a little tired because he was just **getting over** a cold.

c. The teacher **greeted** the students as they entered the classroom.

d. Children need a quiet place to **nap**.

e. Everyone is always **on the go** at my house.

Using language:

1. Write a dialogue about a day care center with a partner. Pretend you are looking for a good center for your child. Your partner will be the director of the center. Prepare questions to ask the director in an interview. Your partner will prepare the answers to the questions. Read your dialogue in front of the class.

2. Pretend you are a six-year-old child who attends Love and Learn Day Care Center. Write a paragraph telling your parents about your day. Tell about the things you did and the people you were with.

READING #2

Think before you read:

1. Let's pretend you are looking for a good day care center for your child. You have heard about four good ones near your home. How would you compare them? What would you look for before you made your choice? Write a list of things that would be important to you.

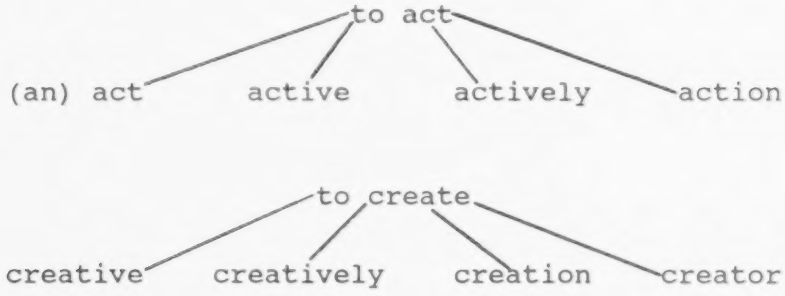
2. This passage is called "Be a Choosy Parent". Do you know what the word **choosy** means? It comes from the verb **to choose** which means to select. Many English words have different endings so that they can be used in different ways, for example, as nouns, verbs, or adjectives. These words are all part of the same family and their meanings are usually very much alike. Let's look at the forms of the verb **to choose**.

to choose (verb) Mrs. Nelson must **choose** a day care center for her son.

choice (noun)	She hopes her **choice** will be a good one.
choosy (adjective)	She wants to be careful **to choose** the best one because she is a **choosy** mother.

In the last sentence the word **choosy** has a different meaning from the other forms of the verb **to choose**. As you can probably tell from the sentence, it means making a careful choice because you want the best.

Here are two more word families that you should know. Read the words, find out their meanings, and learn how to use them in sentences. Make up your own sentence for each member of the word family. Read your sentences in class and tell the meaning and the part of speech (noun, verb, adjective, adverb) of each.



3. In each chapter of this book, we have learned the importance of checking to make sure we've understood what we've read. We've learned how to tell if we are having problems understanding, and we've learned different things we can do to solve those problems. In this chapter, we are going to learn when we should stop and check our comprehension as we're reading.

The chart below will help you to know when you should stop and ask yourself some questions about what you're reading.

FULL-LENGTH BOOKS:	at the end of each chapter or sooner
TEXTBOOKS (schoolbooks):	after each section or before a new subheading
SHORT STORIES:	when there is a natural stop in the action of the story
PASSAGES:	at the end of each paragraph
LONG PARAGRAPHS:	about halfway through the paragraph

When you stop to check your understanding, these are some of the things you should look for and questions you should ask yourself:

Did all the information seem to fit well together?
What were the main ideas?
Where there a lot of unknown words that kept me from understanding?
Why did the author write this?
Did it make sense?
Can I guess about what's going to happen next?
Can I tell the most important ideas in my own words?

Asking and answering questions like these will help you to know how well you understand what you are reading.

READING #2

Focus on reading:

One of the most important concerns of working parents is finding good child care that they can afford. Many parents choose day care centers like Love and Learn. What are some of the important things to look for when you are choosing a day care center? Read the advice below and see if you agree.

Be a Choosy Parent

Choosing a day care center for your child can be a difficult problem for working parents, but here are some tips that can help you. Check out several day care centers in your area before you decide on the one that's best for your son or daughter. Be sure the staff is experienced and friendly and has a license to operate a day care center. Talk to other parents who have children who attend the center and ask their opinions of it. Talk to the people who work there, and ask them about the activities that the children are involved in. Ask them how they handle problems such as children who cry for their parents, fights or arguments among the children, children who become ill at the center, and those who don't want to be a part of the activities. Make sure you know how many children attend the center, and how many teachers work there. You want to be sure that your child gets enough attention. Most of all, ask for permission to visit the center during working hours. If it is a good day care center, you will be welcome to visit. When you arrive, look at the outside of the building. Is there a safe place for children to play outdoors? Is the playground equipment safe and well-made? When you enter the center, look around carefully. Do the children look busy and happy? Are there a lot of things for them to do? Are there adults nearby to help them when they need it? Do the teachers seem caring and involved in what the children are doing? Does it look like a safe, happy place in which you would feel comfortable leaving your child for several hours a day? If

comfortable leaving your child for several hours a day? If you can answer yes to all of these questions, then you are on your way to finding a good day care center.

Understanding what you read:

Now answer these questions about the passage:

1. In the first sentence, what does the word **tips** mean?

2. What does it mean to **check out** day care centers?

3. According to the passage, what are four things that a good day care center will have?

4. What does the word **staff** mean in the third sentence?

5. According to the author of the passage, when should you visit the day care center?

6. According to the author, what are some things a good day care center teacher does?

7. In sentence #3, what is a **license**?

8. Do you think the author is a working parent? Why or why not?

9. Did the author wrote this passage to entertain, persuade, or inform the reader? Why do you think so?

10. Do you agree with the advice you read in this passage? What would you add to it?

Using language:

1. Talk to a child who spends time at a day care center. Ask the child questions about what they like best about it and what they dislike the most about going there. Report on your interview to your class.

2. Using the writing process, write a paragraph that begins: In my opinion, child care in the United States is... Continue to write at least four more sentences.

3. Pretend you are the director of Love and Learn Day Care Center and you are planning the next day for the children. Write a list of activities that you would plan and times that you would like them to do be done.

Example: 9:00 a.m: naptime for babies, storytime for preschoolers.

TEACHER'S GUIDE

FOR CHAPTERS 1 - 10

Chapter 1: "The Return"

READING # 1

Think before you read

Most students will have had some experience with travel. Use the exercises as a springboard for class discussion to activate prior knowledge before reading.

Discuss the vocabulary words on the list. Have students use them in sentences orally or in writing. Add to the list with words the students already know. Have them group the words in different ways to help them remember them.

Example: People who take trips:
visitor
tourist
vacationer
etc.

"Flight" words:
jet plane
pilot
airport
terminal
etc.

Focus on reading:

This short section sets a purpose for reading by telling the student what he/she will be reading about and what to look for while reading. In this chapter, the student is directed to make a note of difficult words or phrases while reading. This is a metacognitive skill that makes students aware of their comprehension problems. Spend a few moments pointing out that it is not good to stop frequently during reading to consult a dictionary, nor is it always necessary to know the meaning of every word. After reading, use the list of problem words or phrases that students have noted to show how some meanings can be inferred through context.

Reading "The Return":

Direct the students to read silently. After this, you may want to pair off the students and have them read orally to each other, or you or a volunteer student may read aloud to the class. At least two readings are recommended. The first may be done in class or at home. The second should be done together, leading into the post-reading activities. For oral practice, students may wish to practice reading into tape

recorders and play back the tape to improve their comprehension and pronunciation. You may want to record all of the reading passages so that students will have a model of good reading to listen to.

Understanding what you read:

The comprehension focus for Chapter 1 is on making inferences. Discuss the possible answers to all of the comprehension questions in class. Point out clues that lead the reader to make certain inferences.

Using Language:

These activities are designed to help students think critically about what they have read and react orally and in writing. Many of these activities allow students to work in pairs, in a cooperative learning effort. Take advantage of the multicultural backgrounds of your students and pair those with dissimilar linguistic or cultural backgrounds.

READING # 2

The second reading "Tourism in Puerto Rico" is an informational passage. As a short exercise in notetaking, students can list a few facts they learned about Puerto Rico as they read.

Using language:

The weather is an important factor in our daily lives. This exercise teaches common words in weather forecasting. After this exercise, student can be given a homework assignment to listen to the evening news weather report and take notes about what the present weather condition are, both locally and around the country, and what the forecast for the rest of the week is. Students should bring their notes to the next class and discuss.

Understanding what you read:

These questions may be assigned individually or in small groups. Photocopies of maps may be provided to help answer #4. Students will also need to refer to the passage to find the approximate size of Puerto Rico so that they can estimate the distance from Salinas to San Juan. Question #5 provides a good opportunity for both written and oral language practice as well as a lesson in organization and planning.

Chapter 2: "Belonging"

READING # 1

Think before you read:

The theme of this chapter is that families come in all different sizes and configurations, but are bonded by a sense of love and responsibility. To familiarize students with the theme and activate their background knowledge, allow them to spend some time following the prereading exercises in the chapter and discussing their families in class. Students will have an opportunity to learn about each other and doubtless about several different family configurations.

Discuss the family relationship vocabulary listed in the chapter. Provide time to practice using these words orally. Complete the related exercise in the text. Discuss the use of hyphens as explained in the text. Have students find other hyphenated words in a dictionary. Discuss the practice in America of women using hyphenated last names. Make sure they understand how to address someone with a hyphenated last name.

Teach the meaning of the term "synonym". Explain how context clues can help determine word meaning in many cases without aid of a dictionary. Explain why it is not always a good idea to look up every unknown word while they are reading (takes too long, you may forget what you're reading about, etc). Have them think of synonyms for the italicized words from the story by using context clues.

Focus on reading:

Read aloud the motivational statement from this section before you direct students to read silently. As before, students may practice the reading orally in class, in pairs or in groups, or in the privacy of their own home.

Understanding what you read:

The comprehension focus of Chapter 2 is on understanding character. Carmen is the main character of the story; therefore, most questions center around the students' interpretations of her actions. Students may answer these questions in small groups or independently. All answers should be discussed and various alternatives considered. Debates on the merits of different answers provide a forum for a lively exchange of language and ideas and should be welcomed. Teacher should remain in the role of facilitator and allow students to direct the discussion if they are willing.

READING # 2

Focus on reading:

Students will be taught how to monitor their comprehension through skimming. Explain what skimming is. It may help to model the act by showing how it is done with another short passage not in the text (perhaps a short photocopied news article). Make sure students understand that skimming will help them focus their attention on the important aspects of what they are about to read and help them predict what they will learn. It will also help them to determine how much prior knowledge is needed about the topic in order to comprehend it successfully. Have them do the skimming exercise in the text and predict what they will learn and how much prior knowledge is required.

Have students read the selection silently. Compare the information they learned with what they predicted they would learn after skimming.

Understanding what you read:

Make sure students understand the distinction made between nuclear and extended families and the concept of single-parent families and two-income households. Have students answer the questions that follow the passage and discuss as before.

Using Language:

In this section, students will develop written and oral language skills while learning things that can benefit them in their everyday lives, such as problem-solving strategies, and an awareness of services that are available to those who need them. Have them complete both activities and discuss different approaches that students elect to take to solve real-life problems involving families in America.

Chapter 3: "Holidays at Home"

READING #1

Think before you read:

This chapter focuses on American holiday customs. It does not need to be presented at holiday time, but if it should be, teachers would be surrounded by a wealth of opportunities for language instruction. Holiday shopping ads and catalogues can be brought to class, students can bring in their favorite ornament or decoration, etc.

Activities 1 - 4:

It is important that students understand how Thanksgiving came to be an American holiday. If students do not know the story of the first Thanksgiving, be sure to tell them. Bring in pictures from history books. Find Plymouth, Massachusetts on a U.S. map. Bring in pictures of your family celebrating Christmas and Thanksgiving. Some of your students may not be Christian and may not celebrate Christmas. Make sure these students understand the concept of Christmas. Also, get them in the "holiday spirit" by encouraging them to describe a special holiday that they celebrate. ESL students love to listen to the rhythm of poetry. Bring in copies of "The Night Before Christmas." Read it aloud in class. Discuss the meaning in the lines. Specialized holiday vocabulary is presented in a variety of ways before it is read in the passage: in context, in exercise form and in isolation, grouped by category headings. As advised in the text, expand on this vocabulary list by encouraging students to come up with their own familiar holiday words. Perhaps the class can put together a holiday dictionary as a group effort.

Focus on reading:

This is a very important part of this chapter. Students should be told that this is a long passage, and they are going to read it in sections. The focus is on metacomprehension, or thinking about the process of understanding. Students will monitor their progress as efficient readers by making predictions about what will happen next, and later confirming or revising them. Read this procedure as outlined in the text carefully before beginning. It is a step-by-step process. It helps when the teacher becomes an active role model by outwardly forming his/her own predictions, why they were made, and correcting or confirming them later. This process involves a lot of oral group interaction and takes a lot of time at first.

Understanding what you read:

The comprehension focus is on details. Discuss how details add up to the whole picture, or main idea of a story. Explain how details add information and interest. Discuss how some details are more important than others to understanding a story. Complete the exercise.

Using Language:

Discuss action verbs and their functions in sentences. Have students give many examples and list them on the board. Complete the exercise.

In activities 2 and 3, students are called upon to role-play and also to organize their thoughts into lists. The first one asks them to make a fictitious holiday "to do" list, and the second asks them to make a shopping list. This may lead to interesting discussions about food and supermarkets.

READING #2

Students are introduced to the journal as a form of literature. It is important that they begin to recognize that literature comes in many different forms. Discuss some of these in class. We will see more in later readings. Discuss Joan as a twelve-years-old American girl anticipating Christmas. Have the class predict some of the things that might be included in her journal. After students read the journal entries silently, discuss Joan's life and moods as Christmas approaches. On what days is she most excited? How can you tell? Discuss the events in her life. Ask the students if they were surprised by any of them.

Using language:

This is a collaborative exercise in speaking, writing, and listening. Students will write their own imaginary journal, read it to a partner, the partner will take notes on it, and then retell it to the class. The original author can add his/her own comments if the partner has omitted any important details. The author and the notetaker will then switch roles.

Chapter 4: "Where do I Go?"

READING #1

Think before you read:

This chapter deals with the vocabulary and concepts associated with attending college in the U.S. Depending on the level of education and English proficiency of your class, they may be familiar with many or few of the concepts presented.

This prereading section has two purposes: to have students activate their background knowledge and get involved in the story by identifying human emotions that they have experienced in situations that were new to them and made them feel uncomfortable. Some situations that may potentially come up in discussion are:
moving
meeting new people
speaking a foreign language
attending a new school
starting a new job
speaking in front of a group
etc.

Some emotions that may come up:
embarrassment
loneliness
excitement
frustration
fear
panic
etc.

The other purpose of this section is to familiarize students with the process of registering for college courses and understanding the system of the higher education in the U.S. Activity # 3 asks students to compare and contrast our system with that of their home country. You may help them by providing background information about our system of education or you may provide them with research materials and have them find out on their own as a small group activity. Activity # 4 asks students to prioritize and sequence the steps they would take when beginning college. The answers may vary, but should be considered acceptable if students can back them up with legitimate reasons for the order in which they would take the steps. The idea here is to demonstrate an understanding of the concepts.

Focus on reading:

In the purpose-setting statement that appears at the beginning of the passage, students are asked to skim the story for clues to the emotions of the main character, Thuy. Lead them into this and discuss their answers together.

After the students have read the story silently, read it aloud or have a volunteer read it to the class.

Understanding what you read:

This section begins with an exercise on multi-meaning words. These words can cause a lot of frustration among ESL students. Work on the exercise together. Be sure to stress part **C**, which tells students that these and other multi-meaning words have many other meaning too. Have them complete part **C**. This type of activity can be incorporated into the class as a regular activity. Students can be assigned words and told to find as many different meanings for these words as they can. They can practice using all of the meanings that they find in the correct context by making up sentences. This would be a good activity to do in pairs or in small groups.

The comprehension focus in this chapter is on main ideas and key details. This skill will not only foster reading comprehension, but will help to promote better summary writing because the students will focus on the key elements of the passage. Teaching main ideas and key details is an ongoing process and must be practiced often. The exercise given in the text is just one short example of this. You as instructor must find other opportunities for students to practice this skill through a variety of texts. Newspaper articles offer a wealth of materials for practicing finding main ideas and supporting details.

Using language:

In this section (activity # 1), students are introduced to writing the precis, a short summary of a predetermined length. They must work in pairs on a 100 word summary that will later be presented orally for no more than 30 seconds. Be sure to time their oral presentations. They can be taped for later use and critiqued by the students themselves. As the students gain more oral confidence, consider videotaping their presentations.

In activity # 2, paired students will ask for and give directions orally to various rooms in the building where they attend class. If this proves difficult, you may wish to list some useful expressions on the board i.e.:
go straight down the hall

turn right at the end of the hall
take the elevator to the third floor
second door on the left
etc.

READING # 2

Think before you read:

1. Here the steps to enrolling in school are presented again in chart form as a visual aid. Work on reinforcing pronunciation, vocabulary and especially concept formation, as well as the study skill of using a simple chart.

2. This is an information sharing activity where students can brainstorm questions they still have about the concepts and which have not been answered through reading or discussion. You can spot weaknesses here or identify a student who is just "not getting it". Students can pool their resources to fill in the gaps and provide information that is missing or incomplete and you can help as needed. Your role is facilitator in this activity, rather than leader.

Focus on reading:

Students are asked to make a prediction from the title of Reading #2, "Getting Started" and then they are instructed in a "look back" comprehension monitoring strategy. It is always a good idea to see the teacher model such a strategy first. Here is how it can be done: provide students with a copy of a short paragraph at or above **your** reading level. The students do not really have to understand it themselves. Read it aloud and have the class follow along. Stop when you get to a difficult word or statement and talk about it out loud. Model how you would go back and reread it, perhaps more slowly this time. Perhaps you can now form a tentative hypothesis as to the meaning of the word or statement. Then read on to the end of the passage and see if your hypothesis is either confirmed or refuted by the facts of the story. The class will imitate you as they follow directions from the text for doing this same activity.

After completing this comprehension monitoring activity, the class will have read "Getting Started" silently. Read it aloud to them to provide a model of good pronunciation and fluent reading. Discuss any questions they still may have and complete the exercise in "Understanding what you read".

In the last section, "Using language" (activity #1), students must put themselves in the role of Thuy and write a letter to a friend. This activity may warrant some group instruction in the mechanics of writing the friendly letter. This

instruction can be provided to the whole class, individually through the writing conference, or in small groups, depending on the needs of the students. As always, students should approach this task through the writing process, by brainstorming (perhaps as a class or in small groups) what they would like to include in the letter, putting their ideas in paragraph form, and going through the conferencing, editing and revision stages until a final product is produced. This process will be presented in future chapters.

Chapter 5: "Decisions on the Job"

READING # 1

Think before you read:

1. To activate prior knowledge, students are asked to list and discuss possible duties of various officeworkers. If they've never had a personal experience in such employment, encourage them to imagine what these duties might be. It might be helpful to bring in pictures of clerical/secretarial workers on the job or show a brief videotape if you can find one.

2. Here we explore the concept of customer service and what it entails. Depending on students' background of experience, they may have different ideas about consumer rights and how to voice complaints. Discuss these in class.

3. Oral practice/role-playing: students are to create and act out a dialogue in which a customer complains about a damaged product. Teach acceptable phrases to use when complaining and how not to transcend the bounds of common courtesy.

4. Several words from the passage that are essential to its comprehension are presented in context. Discuss their meanings and their relevance to the story.

5. A cluster of job-related words is presented in a semantic map format. Unless you have used this format in class before this may be the students' first exposure to it. Tell how mapping can be a useful tool to give them a visual display of the relationship of one thing to another and how this strategy can improve their retention of related vocabulary words. As an extending activity, perhaps as a homework assignment, you can assign students a topic and have them create their own map of words related to the topic. You may wish to show the maps presented in the text in a different format, as mapping can be done effectively in many visual configurations.

Focus on reading:

Read the motivating statement aloud to set a purpose for reading, then read the title of the story together and ask the students to guess or predict what kinds of decisions might be made on a job. Ask the students to read the story silently, encouraging them to "talk to themselves" about the story as they go along and "ask themselves questions" about the events of the story.

Understanding what you read:

In this chapter, we will begin to explore the components of the short story. We will introduce setting, characters, and plot. To show students that many types of visual maps can be helpful to them, we present the story they have just read in a "story map" format. Tell them that the concept is similar to the semantic or vocabulary map they saw before they read the story. Have them study the map and ask questions about the various parts of it, then ask them to answer the questions that follow orally. Make a point of saying that since the story had no ending, there was no resolution, and that we will fill that part in later when we read the ending in the second reading.

Using language:

1. If you have not formally done this on your own, students are now introduced to the writing process, or at least the first steps: brainstorming and writing the rough draft. A sample brainstorm list is presented in the text, and you can develop your own practice ones or call on volunteer students to do so. This activity should be modeled by you several times before students are expected to do it independently. You should also model the process of developing a brainstorm list into a rough draft.

2. Students are asked to using brainstorming to suggest possible resolutions to the story in the second reading.

3. This thinking exercise can be done orally or on paper in many creative ways. Students are asked to imagine themselves in a similar situation to that of the main character.

READING # 2

Think before you read:

Here the students are introduced to the comprehension monitoring strategy of self-questioning. They are asked to think about what they expect to find out from the reading and write some questions that they expect to be answered. Then they are to read silently to find the answers.

Understanding what you read:

1. After the reading, compile the questions that the students wrote and put them on the board. Some will be repetitious, but there should be many different ones. Answer these questions in a large group discussion now.

2. Have the students go back to the brainstorm list of possible endings they wrote prior to reading the end of the story. Did they correctly predict the ending or were they surprised at the outcome of the story? Help students decide how the story's problem is resolved in Reading # 2 and have them fill it on their story map from Reading # 1.

Questions 3, 4 and 5 call upon students to make judgements and evaluations about the characters in this story. These questions are a good basis for written assignments, oral debate, small group discussions, or a variety of enriching language activities.

6. This is a critical thinking question that can be answered orally or an paper.

Using language:

1. Students are asked to brainstorm and then write about their career goals: past, present, or future. If they do not, or have not had any such goals, they can write about those of someone they know, such as a spouse, parent, or child.

2. Students are asked to write a different ending to the story and act it out. This is a good partner activity.

3. This is another good partner activity. Students are to write an imaginary dialogue between two main characters and role-play for the class.

4. In this exercise, students are taught to use the dictionary to help them pronounce unknown words. Teach the phonetic markings found in the dictionary. You may want to copy a pronunciation key from a dictionary for study and practice. Teach them also about accent marks and practice pronouncing many polysyllabic words and identifying the syllables with primary and secondary accents.

Chapter 6: "Moving On"

READING #1:

Think before you read:

1. Encourage students to share their experiences with moving in class. For this activity, focus on the emotional aspects of moving as well as the practical ones. A variation of this exercise could be to chose partners and have students tell their partners about an experience with moving. The partner must take notes and then tell the class about the other's experience.

2. This can be done as a class brainstorming activity. Give students five minutes to think of as many reasons as they can why people relocate to other areas. Then list reasons on the board and have students copy them. A follow-up homework assignment might be to write a paragraph entitled "Americans on the Move".

3. This vocabulary exercise teaches three common prefixes and also the concept of adding the prefix "un" to many words to form their antonyms. Students are likely to be familiar with the antonyms of many words. Before beginning this activity, it might be interesting to divide the class into two groups and have an "antonym game". Bring in a list of common adjectives and have the groups compete to see who can name the antonyms of the most words. Then begin discussion of the use of "un" as a prefix that means "not". The prefixes "re" and "pre" are also taught in this lesson and students are asked to other examples of words using these prefixes. They must also skim the story to list examples of these prefixes and write the word meanings. A good follow-up activity could be to assign students to find five other prefixes that they have come across in everyday English or in something they have read (perhaps the newspaper). They could find some examples of words using these prefixes and make prefix maps to bring to class. Photocopy these and give a copy to each student.

4. The word tree is a vocabulary association strategy. Student see, think about, and discuss the meanings of words, their usage, and the similarities and differences among them. When discussion is completed, you can ask students to write a paragraph about moving using as many of the words as possible. They are then asked to work in small group settings to write index cards for a few of the words (each member should be encouraged to contribute). One member can be the "secretary" and write out the information on index cards. Dictionaries may be used, if needed. Cards should then be duplicated and shared with all groups.

Focus on Reading:

Read the purpose-setting statement to the class before reading the story. Give the class a few minutes to read the story silently. Remind them to monitor their comprehension as they read, using some of the strategies they have learned previously. They should especially get into the habit of asking themselves questions as they read and making predictions about what will happen next. If students like oral reading practice, they can volunteer to read parts or all of the story aloud after it has been read silently.

Understanding what you read:

1. Have students write answers on paper first in complete sentences then discuss answers orally. Have students note that many of the questions begin with "why". Introduce the comprehension focus of this chapter; finding causes and effects.

2. In this chapter, many opportunities are presented for student to use visual representations of words or concepts to understand how they are related. In this comprehension activity showing causes and effects, the students use mapping to practice this skill. Use examples from everyday life to illustrate the concept of cause and effect. Have them give examples from their lives of how things happen because of other things. Point out that the cause always happens before the effect. After that, teach the idea of multiple causes and multiple effects. Have students examine and discuss the cause and effect map. Discuss possibilities for the missing cause and the missing effects on the map. Create another cause-effect map with the students then ask them to do one on their own (they may be allowed to work with another student).

Using Language:

1. This is practical exercise in which students brainstorm in groups about the things that are necessary to do when one is planning to relocate to another state. Students are given three categories: housing, community services, and utilities. The teacher may add to the categories or change them as appropriate. Groups can compare ideas as a class afterwards.

2. Students are to bring a map to class which shows the town or city where they were born and tell the class some basic facts about the geographical location, its size, topography, tourist attractions and population statistics. Before giving this short research assignment, you may wish to instruct students in use of maps, atlases, and encyclopedias.

READING #2

Think before you read:

1. As a class, make predictions about what Lissette might say in a letter written to her best friend two months after she moves. Make note of the predictions, and after reading the letter, go back to them and see how many were accurate.

2. People live in many different types of buildings that can be placed under the general heading of dwellings. The semantic web shown here is a way to teach students some of these types of dwellings. You may want to add others. Students can discuss the types of dwellings they live in and the differences among the other types listed. Vocabulary webs and maps are a good way for students to learn groups of related words and expand their vocabularies.

3. In America, some people own their homes and others rent them. Discuss how owning a home has long been the "American Dream". Ask if most people own or rent in their country and whether the average person can buy a house. Then brainstorm the advantages of owning and the advantages of renting. Write answers on the appropriate side of the "T" diagram on the board.

4. In each chapter students are instructed in the process of actively engaging in their reading and monitoring their comprehension. In this chapter students are given four possible options to consider when comprehension breaks down. They can be used if this breakdown occurs at the word level, the paragraph level, or the passage level. They are listed from least to most intrusive upon the reading process. The idea is not to interrupt reading more than is necessary. Teachers need to model these strategies before students should be expected to use them. For example, find a passage that contains difficult (for the teacher) words and concepts. Read it aloud, stopping at various points when you have a comprehension problem and talking aloud about the different options you can use to correct the problem. Ask students which one they think would be best and why. Do this several times in the course of your reading. Try to use different strategies each time, if that is appropriate.

Focus on reading:

Read the motivational statement that precedes the letter then have the students read the letter silently. If desired, one or more volunteers can read it aloud.

Understanding what you read:

Answer all questions in full sentences on paper before discussing them as a class. Question #2 uses a new kind of visual map, a circle diagram, to compare and contrast Lissette's old school with her new one.

Using Language:

1. Students may need some instruction in the mechanics of writing the friendly letter before attempting this activity.

2. In continuing instruction in process-centered writing, students are now given practice in the peer conference. This process (or a variation thereof) may already be a part of your teaching repertoire. If your students are already using the writing process, this instruction in the concept of the writing conference may be just a review, or it can be omitted altogether, and they may complete the writing assignment without such instruction.

Chapter 7: "Big News"

READING #1

Think before you read:

1. Initiate a class discussion of American wedding customs. Bring in pictures to share with your class of your wedding or that of a family member. Encourage students to do the same. Explore unfamiliar vocabulary as it comes up in discussion.

2. Students are asked to compare and contrast American wedding customs with those of their homeland. It may be interesting to write a list on the board of the countries that are represented by the students and an unusual or interesting wedding custom that can be found in each.

3. Wedding vocabulary is grouped into different categories to make the words easier to learn. Use a list as a springboard for various vocabulary activities such as: writing a group story about a fictitious wedding, or constructing paragraphs using as many of the words as possible in sentences. When the students are familiar with the vocabulary, have them complete the cloze exercise that follows the list and review answers together in class.

Focus on reading:

In this reading, the students are introduced to the dialogue as a form of written expression. Discuss the meaning of the term "dialogue" to be sure they understand before reading. Have them read the dialogue silently several times. Then ask for volunteers to role-play the dialogue orally for the class.

Understanding what you read:

Have the students answer the questions following the dialogue. About half of them ask for students to go beyond the printed word and draw conclusions about the characters based on clues provided in the dialogue. Students may object at first, saying "it doesn't tell you the answer in the story". Give them examples of how it is necessary to make inferences in our daily lives and that this is an important reading skill. After students draw their conclusions, have them suggest evidence from the dialogue that leads them to that conclusion.

Using language:

1. This activity gives practice in using appropriate responses in social situations. One of the main concerns of ESL students is not knowing the correct response to make in common situations. In this exercise, four situations are described and some possible responses are offered. Call on students to role-play these situations and join in yourself. Students may think of other situations in which they found they did not know an appropriate response. Have classmates offer possible responses.

2. In this review of wedding customs and vocabulary, students are asked to provide a checklist of wedding preparations. Although lists will vary somewhat, have students exchange lists with a neighbor. Ask the neighbor to try to find something that the owner of the list omitted from his list.

3. Using the index, point out the travel page of your local newspaper. Discuss the concept of the "honeymoon" and some of the most popular places to visit for American newlyweds. Have students describe their favorite place, its geographical location, climate, tourist attractions, and means of transportation.

Reading #2:

Think before you read:

1. Ask students to predict the content of a conversation between the future bride and her friend concerning the upcoming wedding. Tell students that it's fun to try to guess what's coming up in a reading passage and look back later to see if your predictions are right. Make a class list of predictions and check them as a post-reading activity.

2. Students are asked to work in groups of three, divide the wedding vocabulary among themselves, and compose paragraphs using their assigned words. This gives additional reinforcement of the new words, and gives students an opportunity to use them in context.

Focus on reading:

This reading passage may be especially difficult because it presents students with a one-sided telephone conversation. It is up to the students to infer the unheard half of the conversation based on clues from Kathy's responses. It may help if you read the one-sided conversation aloud first, using an expressive voice and pausing when appropriate. Then have the students read the monologue silently several times. Ask them what parts seem confusing or unclear and discuss

together. Ask students to then respond to the questions in the "Understanding what you read" exercise.

Using language:

1. Students are asked to complete the telephone conversation by composing the missing half of it. Responses will vary and anything that makes sense should be considered acceptable. The idea is to have the student use critical thinking skills to put the pieces together to arrive at a coherent whole.

2. Students are asked to describe Kathy and Jack's wedding in detail. They will be called upon to use their knowledge of wedding customs and vocabulary as well as their creative writing talents to describe both the ceremony and the reception. Be sure to model and encourage use of the steps of the writing process that have been taught.

3. Instruction in the writing process is continued with a focus on editing and revision. Using a piece of writing already begun, demonstrate how, through peer conferencing, students have acquired ideas designed to improve their writing. The editing step allows them to take these ideas and incorporate them into the writing with the ultimate goal of a final draft written as clearly and as error-free as possible. Devise a checklist for your students of common writing errors and teach them to use it for their own proofreading needs and also to help their classmates in peer conferences. Ask them to show their writing to several peers; not just one. When they have developed their final draft, have them proofread it for mechanical errors and then submit it to you.

Chapter 8: "Give Me Some Credit"

READING #1

Think before you read:

1. In this chapter, students are directed to think about the title and brainstorm about the story. A language activity such as this can enrich students' vocabulary as well as activate their prior knowledge before they read.

2. After a brainstorming list is compiled, students can use it to write a paragraph predicting what the story may be about. After the story is read, it might be interesting to reread their predictions and compare them with the actual story for similarities and differences.

3. Another dialogue is presented in this chapter. Students should understand the difference between a dialogue and narrative writing. If it is unclear, read a short example of both and compare.

4. Idioms are very important in the English language and several found in the passage are presented here in context, and students are asked to guess at their meanings. Some of the sentences have obvious context clues and others do not. Students may need guidance in defining some of the idioms. If they work in pairs, they can help each other, as different students will be familiar with different idioms. Discuss them together. Students are then called upon to think of other idioms they have learned, including those that are especially unusual or amusing. This should provide a basis for lively discussion.

Focus on reading:

Read the introductory statement to the class first, or call on a student to do it. Have the class read the passage silently first, then have two students take the roles of Jack and Kathy and read the dialogue aloud.

Understanding what you read:

The comprehension skill focus is on distinguishing fact from opinion. Stress that facts can be verified but opinions cannot. Bring in examples of both from newspapers, magazines, ads, etc. Have class complete the fact/opinion exercise and discuss the answer together. As directed in the text, students are to then write 10 other statements about the characters in the story, some of which will be factual,

and some opinions. These can either be collected and read together and the whole class can determine which are facts and which are opinions, or two classmates can exchange papers, and label each others' statements as facts or opinion.

Using language:

1. Students will learn to comparison shop for best buys by bringing sale ads to class and comparing quality and price. Adults with families will appreciate the application of this activity to their own lives. This can lead to interesting discussions of who shops in which stores and which products are superior.

2. Students are to write about a big purchase they have made and the steps they took to arrive at their decision about the purchase. Reading these paragraphs aloud will lead to an increased consumer awareness among students.

3. This is a comprehension activity in which students will list the reasons the characters from the passage felt as they did. Students are then required to choose which character had the better arguments and support their viewpoints.

4. The grammar focus is on contractions in this chapter. Have the class locate the contractions listed in the passages used. Have each student make up one more sentence using that "contraction list". You can bring in news clippings and magazine articles and have then see how many contractions they can locate and add to their list.

READING #2

Think before you read:

The focus in Reading #2 is on monitoring comprehension through adjusting the rate of reading to suit the purpose for reading and the level of difficulty. The student is presented with two paragraphs. #1 is much harder because of the high readability level, while #2 is at a much lower level. As the students read both paragraphs, they will find a need to slow down, or perhaps reread the first one. We all do this, but many of us are not consciously aware of it. Directly discussing it makes students aware that good readers use fix-up strategies when they run into problems while reading.

Focus on reading:

Read the introductory paragraph to the class, then have them read silently. Discuss the passage. Students may have strong feelings for or against the use of credit cards and may want to share them. Ask them to compare American credit and spending habits with those of there native country. Reread the passage then proceed to the "Understanding what you read" section.

Understanding what you read:

1. The class is again called upon to focus attention on the rate of reading. How fast did they read the passage? Was it easy or hard? Which words did they find difficult? What did they do when they came to a difficult part? Slow down? Reread? Have them write a short description of their comprehension process as directed in the text.

2. The second activity asks students to organize the main points of the passage into a list form and to state their opinions regarding the arguments that were outlined in the passage.

3. Have students complete this fact/opinion exercise. Ask them to support their answers with good reasons.

Using language:

1. This is a paired activity. Two students are to write, then act out a dialogue. A situation is given in the text. You may choose to change or vary the situation, or students can come up with their own original situations for role-play.

2. Students are to write questions that a money-lender would ask of a borrower. Besides being a language activity designed to teach the class to phrase questions, it is a good exercise in critical thinking and consumer awareness.

Chapter 9: "Emergency"

READING #1

Think before you read:

1. Students are encouraged to recall experiences that they've had with doctors or hospitals. Do not push them to share experiences that may be painful or sad unless they themselves volunteer. Share some of your own experiences with them. Inject a note of humor into a serious topic.

2. Students can be assigned to small groups to compile this "medical dictionary". Add words that come to your mind which are practical, commonly-used terms in the medical field that might be helpful for them to know.

3. This list of specialists is meant to help students be more informed of the medical community should they or a loved one need these services. If a student volunteers to discuss a specific medical problem that they or a family member has experienced, and the specialist is not listed, add it to the list. Students will then see the real-life application of this chapter.

Focus on reading:

In this chapter, some old characters resurface. In the purpose-setting statement before the reading, students are re-introduced to Carmen and her family whom they met in Chapter 2. In this passage, Carmen's grandfather has been taken to the hospital. Have them read the story silently. Ask them to take special note of the emotions that Carmen goes through as she waits for word on her grandfather's condition.

Understanding what you read:

1. The ten multiple choice comprehension questions focus on understanding the character. As you go over the answers to the questions, ask students to read aloud words or sentences from the story that support their answers.

2. This exercise uses a "T" graph to find similarities and differences. The example shown uses two medical careers, doctors and nurses, and lists similarities and differences between the two professions. Students may need some prompting to complete this activity as well as the next, contrasting Carmen at the beginning of the story and Carmen at the end of the story.

Using language:

1. This activity calls upon students to use oral and written skills to extend the story. With a partner, they are asked to write and act out a conversation between Carmen and Grandfather from his hospital bed. Encourage students to write several lines each and try to be creative!

2. Students are asked once again to write and act out a creative extension of the story- this time a conversation between Carmen and her mother in which Carmen relays the information given to her by her grandfather's doctor. If time is a problem, teachers may wish to choose between #1 and #2, or perhaps assign half the class #1 and the other half #2 to get a variety of dramatic performances.

3. Students may use dictionaries, each other, and in the case of the second word, the chapter itself as references to help them find the words "physician" and "patient" in this scavenger hunt. These two words should be incorporated into their everyday vocabularies.

READING #2

Think before you read:

1. Students are asked if they receive regular health care. This may be a good lead-in to a discussion on clinics, laboratories, routine tests and screenings and the concept of preventive medicine.

2. Students are asked to share their thoughts on how to find physicians when relocating to a new area. Discuss the idea of physician referral services. Talk about one in your area.

3. Students are asked to think about the terms of their medical insurance. Rising costs of health care are a big problem in America, and students may wish to share their opinions on this topic. Stress the importance of health care coverage and the various plans available. Get some brochures for a few different plans if you can and read them over together in class. Discuss pros and cons of each and explain how important it is to understand what coverage your plan provides.

4. This is to make students aware that there are ways to get medical help for qualified people who cannot afford to pay for it. Discuss services that can give information about such help.

5. Some common abbreviations in the medical field are taught here. More may be added if appropriate.

6. Cultural differences in medical care and how the cost of such care is covered in different countries is brought to light through discussion.

Focus on reading:

The next passage is called "A Change For Better Health". Have the students skim the passage and follow the directions in the purpose-setting statement before they read the passage silently.

Understanding what you read:

1. The comprehension skill of understanding the author's purpose is taught here. Students are informed that authors always have a purpose for writing, and most commonly that purpose is to entertain, inform, or persuade. They are then presented with three short paragraphs illustrating each of these purposes. You may want to find more examples of each, read them in class, and have students select the purpose. When they seem to be adept at this skill, they can proceed to part b, in which they are to write three original paragraphs, one for each of the three purposes, and have the class identify them.

2. In this exercise designed to reinforce continual monitoring of comprehension weaknesses and reparative strategies, students are asked to go back to the passage and recall a comprehension difficulty that they had at on the word, sentence or passage level. They are then asked to point it out to the class and tell what steps they took, if any, to correct, overcome, compensate for, or sidestep the difficulty. Other class members are invited to share their own ideas for strategies to correct the problem. This exercise in "group metacognitive brainstorming" is an opportunity for students to share thoughts and ideas and to experience the bonding that arises from realizing that their classmates are having similar learning problems to their own, and that often such problems can be diminished through a cooperative effort.

Using language:

1. To develop the practical skill of writing the business letter, students are asked to write to a hospital complaining of a double-billing error. Review the steps of the writing process before the students begin this assignment. Teach business letter format and protocol.

2. Students are required to use their "medical dictionary" in this activity in which they write and act out a dialogue between a doctor and a patient seeking treatment for a fictitious illness of their choice.

3. A practical exercise in using the telephone book, this activity requires students to comprehend and recall the various specialty medical fields that were discussed earlier and to list two doctors in their locality in each designated field.

Chapter 10: "Love and Learn"

READING #1

Think before you read:

1. This chapter explores the concept of working parents and child care. The first question asks students to brainstorm various options in child care available to working parents. In discussion, compare advantages and disadvantages of day care centers, in-home babysitting, babysitting at the home of the caregiver, preschools with extended child care options, leaving the child with a grandparent or other relative, and any other alternative that comes up.

2. Students are asked to interview two working parents and inquire about their child care choices. They are given a list of questions to ask, but you may develop additional questions as a class, individually, or in small groups. You may want to spend some class time modeling notetaking during an interview. Also, since they must report in class on the interviews, you may want to teach the grammar function of reported speech.

example: "My son enjoys his day care center."
(direct speech)

He said that his son enjoyed his day care center.
(reported speech)

3. Help students to locate an article from a magazine or newspaper on day care. If your class is on a campus with access to a library, a field trip to the library with a lesson on using the Reader's Guide to Periodical Literature would be ideal. Students are given a list of questions to research using the articles.

4. Three idioms that will be encountered in the reading passage are presented in context and then defined. Students are asked to use them in sentences of their own.

5. Write the stages of growth of children listed here on the board. Briefly discuss each stage in terms of age, physical characteristics, and developmental milestones. In small groups or with a partner, have students develop a list of ten things that parents do for their infants, six things they do for their toddlers, and three things they do for preschoolers. Compare lists.

Focus on reading:

Before beginning to read, students are reminded of an earlier reading passage (Chapter 2 "The Changing American Family") which discusses some changes that have evolved in the structure of American family life. One of these changes is the great increase in the number of working mothers, consequently increasing the need for quality child care.

In this passage, students will read of a fictitious day care center called "Love and Learn" and see a few of the activities that take place there on a typical work day.

After students have read silently, teachers may choose to read the passage orally and initiate a discussion to evaluate student comprehension. Remind them of the comprehension monitoring strategies that they have learned to help them identify and cope with problems as they read.

Understanding what you read:

1. The comprehension questions focus on making inferences and drawing conclusions. To allow for exchange of ideas, students may work in pairs on these questions. When answers are checked together in class, emphasis should be placed on using clues from the passage to draw sensible conclusions. Allow for variation in wording of answers.

2. Students are reassessed to determine their comprehension of the idioms that were introduced in the prereading exercise (and some other vocabulary that they are expected to know from passage context) by replacing the word or phrase within a sentence with a synonym using their own words.

Using language:

1. Working in pairs, students will use a dialogue format to develop questions and answers to demonstrate their understanding of day care facilities.

2. Students are asked to write an account of a typical day in a day care from a child's perspective.

READING #2

Think before you read:

1. As a group, brainstorm with your students about choosing a day care center. If they have a list of four good ones, how would they choose among them? List on the board the qualities they would look for.

2. Students are introduced to the concept of word families. They are told that many English words have different forms that alter meaning slightly and have different grammatical functions in sentences. The first word "choosy" is from the second reading passage. The next example given is the verb "to act". Students can follow up this lesson by thinking of word families on their own, in groups, or as a whole class activity, and designing vocabulary maps to show the various forms of each word.

3. In continuing introduction in comprehension monitoring, some guidelines are given to help students decide when and how often to check their comprehension during reading. A chart shows appropriate checkpoints for various types of reading. Bring in an example of each type and show these stopping places in class.

Students are then given a list of questions to ask themselves at these checkpoints to assess and monitor their comprehension. These questions are only designed to serve as guidelines. Students should be urged to develop their own techniques and strategies.

Focus on reading:

Students will read the passage "Be a Choosy Parent" silently and answer the questions that follow. Several of the questions focus on the vocabulary and comprehension skill of determining word meaning from context. If students have difficulty with these questions, more instruction in this important skill is warranted. The other questions emphasize such critical thinking skills as determining author's purpose and making judgements and evaluations.

Using language:

1. Students are asked to interview a child who attends day care and ask what they like and dislike about it. As a class, develop a list of at least five questions to be used in the interview.

2. Review the steps of the writing process with students.

Have them begin a paragraph of at least five sentences with "In my opinion, child care in the United States is..." You may wish to brainstorm together and list words and phrases on the board to help students who may have difficulty coming up with ideas or who may lack the language skills to express them.

3. Students are asked to put themselves in the role of a director of a day care center. They are to plan a day's activities for the various age groups who attend the center. This is a difficult assignment and can best be done in small groups with teacher assistance.